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		0436	961	1914–1926
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		0761	964	Reports
		0891	965	Reports
		0980	966	1921–1929
		1136	967	1927–1929
THIS ROLL →	87	0003	968	1930–1947
		0100	969	Reports
		0185	970	1933–1936
		0228	971	Reports
		0448	972	1935–1936
		0466	973	1935–1936
		0520	974	1936–1937

File No.: NC 82
File Name: *State Agent for Secondary Education (1919–1926)*
See also NC 215, 236. Folder 976 contains reports.

Roll	Frame	Folder	Roll Contents
87	0577	975	1919–1926
	0599	976	Reports

File No.: NC 103
File Name: *North Carolina State College of Agriculture and Engineering (1937–1953)*
Folders relate to agricultural research, salaries, equipment, and special studies.

Roll	Frame	Folder	Roll Contents
87	0691	977	1937–1948
	0775	978	1950
	0866	979	1951–1953

File No.: NC 121
File Name: *St. Augustine's College (1903–1958)*
Folders relate to current expenses, permanent improvements, buildings and equipment, teachers' salaries, model farm, and the American Church Institute. Correspondents include Robert Patton. Folder 983 contains reports and pamphlets.

Roll	Frame	Folder	Roll Contents
87	1008	980	1903–1923
	1103	981	1924–1927
88	0003	982	1928–1958
	0105	983	Reports and Pamphlets

File No.: NC 132
File Name: *Atlantic Christian College (1903–1952)*

Roll	Frame	Folder	Roll Contents
88	0265	984	1903–1952

NC-81.2

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

February 4, 1930

Files

	T. A.	FEB 5 1930	TA	
	WWB		WWB	
	DHS		DHS	2-11-30
A	RKZ		RKZ	2/6/30

Mr. Trevor Arnett
General Education Board
61 Broadway
New York City

My dear Mr. Arnett:

With the thought that it might be of some interest to you as bearing on a subject in which you are interested, Dr. Wilson has asked me to send you the enclosed copy of his address before the Southern Conference on Education at the University of North Carolina last October.

Yours very truly,

Edna Lane
Secretary to the Librarian.

NC-81.2

February 6, 1930.

My dear Miss Lane:-

On behalf of Mr. Arnett, I am acknowledging receipt of the copy of the address made by Dr. Wilson before the Southern Conference on Education, entitled "Training for Librarianship in the South," which you kindly sent at his request under date of February 4th. This will be brought to Mr. Arnett's attention at the earliest opportunity, and I am sure he will appreciate Mr. Wilson's thoughtfulness.

Very truly yours,

RUTH D. EVANS
Secretary to Mr. Arnett

Miss Edna Lane,
Secretary to the Librarian,
University of North Carolina,
Chapel Hill, N.C.

RDE:DD

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

April 14, 1930.

Files 1

	T. A.	APR 15 1930	JAO	
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	DHS		DHH	Ap. 23/30

Dr. Trevor Arnett, President,
General Education Board,
61 Broadway, New York City.

My dear Dr. Arnett:

I am sending you under separate cover a statement and an application from the Library and the Graduate School of the University of North Carolina requesting the General Education Board for a grant of $30,000.00 for the purchase by the Library of bibliographical aids and source materials. The memorandum which is a part of the accompanying exhibit sets forth in detail the value of these aids and the reasons why they are needed.

In brief, what the Library is requesting is assistance in the purchase of source materials for research fundamental to the needs of its departments of language, literature and history. The purposes for which the grant would be spent are covered in detail on pages thirteen and fourteen of the memorandum.

As you know, the State of North Carolina has recently made possible a new library building at the University which permits the expansion and development of the library work at the institution on the level of a modern university library. In this particular the State has shown a very generous interest in this important need of the University.

Naturally a library of this character finds itself pressed in a great many different directions. As for the development of the Library School, the Carnegie Corporation has generously made that possible by a grant of $100,000 over a period of years. Funds are being made available to the Library in increasing amounts for various special collections such as the Southern Historical Collection.

In the case of this bibliography, we have a solid fundamental research need exactly along the lines which make more effective departmental work possible in the University, which perhaps is not sufficiently dramatic in character to appeal to private donors and which we feel is of sufficient importance to justify bringing this request before your Board.

In case the Board should care to make this grant it could be done quite satisfactorily over a period of from three to five years, if the Board preferred not to make it available all at once.

I should be glad to give you any further information you may ask for in regard to the importance of the project.

Cordially yours,

Frank Graham

President.

NC-81.2

April 23, 1930

Dear President Chase:

The materials concerning the library and the graduate school of the University of North Carolina were received during the absence of Mr. Arnett. As soon as possible the facts will be examined by the officers of the Board, but it may be impossible to go into the details with you very soon. You will be in New York, no doubt, toward the end of May, when I hope Mr. Arnett himself will be here to talk with you regarding the application. It would be helpful to have an analysis, by departments, of expenditures for books at the present time, and also the proposed budget of the new library school.

Sincerely yours,

DAVID H. STEVENS

President Harry W. Chase
University of North Carolina
Chapel Hill, North Carolina

DHS:T

april 14, 1930

NC-81.2

MEMORANDUM ON BIBLIOGRAPHICAL AIDS AND PRINCIPAL SOURCE MATERIALS FOR CERTAIN DEPARTMENTS OF THE UNIVERSITY OF NORTH CAROLINA

In proposing the acquisition of bibliographical aids and fundamental source materials for the furtherance of research in certain departments within the institution and for the use of investigators in the South, the University is influenced by the following considerations:

Bibliographical collections are essential to scholarly work and investigation. That bibliographical materials are essential to scholarly work and investigation is so obvious that it scarcely requires statement. It is equally obvious that in no way can scholarly work in the South be more directly and effectively promoted than by provision of them at a center where the traditions for investigation and publication are already strong and where library resources are accumulating rapidly.

The South lacks bibliographical materials. Among the various lacks in the book collections of the South, that of bibliographical resources is the most apparent. Not only are the collections of typical Southern schools small as indicated in Table I, but their bibliographical aids for use in planning scholarly undertakings and for locating materials in other libraries are notably weak.

Table I. Comparison of libraries in North and South,1927-28

South		North	
Vanderbilt	95,000 vols	Harvard	2,784,300
Tulane	132,945 "	Yale	1,902,512
Duke	108,865 "	Chicago	799,593
Univ.of Va.	157,446 "	Univ. of Michigan	681,025
Univ.of N.C.	198,192 "	Univ. of Illinois	768,329
Univ.of Ga.	63,389 "	Univ.of California	706,635

The Universities of North Carolina and Virginia and Emory University are the only institutions in the South, for example, which possess the depository set of Library of Congress cards. No library south of Washington and east of the University of Texas owns a set of the British Museum catalogue. The University of Michigan, on the contrary, like half a dozen other regional institutions, has supplemented its Library of Congress card holdings with those of Harvard, Chicago, the John Crerar, and Newberry libraries, and the libraries of the Universities of Illinois and California. Through the use of these card resources, investigators can discover what has been written on a given subject and can know where to borrow the materials in question or to go to consult them.

In like manner, Southern schools generally lack other types of material for genuine research. Particularly important among these are:

1. The printed catalogs of national and great institutional libraries, such as, in addition to those already mentioned, the catalogs of the Bibliotheque Nationale, of the Advocates' Library of Edinburgh, and the Boston Athenaeum.

2. National trade bibliographies, such as the English Catalog and corresponding general catalogs of books published by German, French, Italian, Spanish, Scandinavian, and other national groups of publishers.

3. The bibliography of all special subjects, such as History, Literature, Science, etc., and the thousand and one fields in which students are interested and for which bibliographies have been prepared.

4. Fundamental collections of source materials, the monuments of history and literature, such as the Parliamentary Debates and government publications of Great Britain, Germany, and other nations; Mignes' Patrologia Latina and Graeca, the Monumenta Germaniae Historicae; the publications of scholarly societies, as the Roxburghe Club, the Surtees, and Camden Societies.

5. The abstracting, critical, and bibliographical journals, such as Science Abstracts, Chemical Abstracts, Zentralblatt fur Bibliothekswesen, Anglia.

The Need of the University of North Carolina for Such Materials and Its Facilities for Using Them

The University of North Carolina offers a setting in terms of faculty, students, facilities for research and publication which makes such a collection particularly valuable.

1. The Graduate School. The University has within recent years steadily developed its Graduate School (Table II), with the result that it drew during the summer school and fall quarter of 1929 634 students from twenty-five states. Representation from the Southern states for this period is as follows:

Alabama	9	Mississippi	22
Florida	14	North Carolina	395
Georgia	35	South Carolina	88
Kentucky	3	Tennessee	13
Louisiana	8	Virginia	22

Seventy-nine graduate degrees were conferred in 1929.

2. The Faculty. Its faculty contains a large number of men who have proven their ability in the fields of teaching, research, and investigation.

Reference to the numbers of "Research in Progress" illustrates the amount and type of research in which faculty and students are engaged.

3. Publication. Its faculty has a long established tradition for the publication of the results of research and investigation. The Journal of the Elisha Mitchell Scientific Society was founded in 1884 and has been steadily maintained. In 1899 The James Sprunt Historical Monographs

were established. In 1905 Studies in Philology appeared, and at present the University not only maintains these scholarly publications but has added Social Forces, The High School Journal, and the North Carolina Law Review to the list.

4. The University Press. In 1922 it established the University of North Carolina Press, through which, in seventy volumes, it has published the results of investigation by members of the faculty, the Institute for Research in Social Science, and scholars elsewhere.

5. The Library. Its book collection is the largest university collection south of the Potomac and east of the Mississippi. It contains 212,000 volumes, it is growing at the rate of from fifteen to twenty thousand volumes annually, and it receives annually 3,230 periodicals and transactions of learned societies.

Its bibliographical apparatus is the most extensive in this area, and furnishes a foundation upon which a notable collection can be built. It possesses a set of the Library of Congress cards, printed catalogs of several of the leading libraries of the United States and Europe, and some of the trade bibliographies of this and other countries. Its collection of scientific periodicals is unusually extensive, as well as its collection of transactions of learned societies received in exchange for the Journal of the Elisha Mitchell Scientific Society since 1884.

Its staff of twenty-five professional assistants, fourteen non-professional, and from twenty to thirty part-time assistants, representing eight of the accredited library schools of the country, is highly trained and has proven its ability in

the special fields of administration, expert reference and bibliographical service, teaching, publication, and general library promotion.

It is housed in a new library building, completed in 1929 at a cost of $625,000, planned in accord with the best modern practice in American university libraries for the service of scholars and investigators.

During 1929-30 its budget has been $90,355, and insures the steady growth of the book collection and the development of a staff that will insure the best use of special materials.

It is strategically located with reference to other libraries in the Southeast and its resources can easily be made available to interested scholars through inter-library loans.

6. The School of Library Administration. In October, 1929, the Librarian was able to announce that the Carnegie Corporation had undertaken to aid in the establishment of a library school by the gift of $100,000 over a period of five years. The school, which is planned to open in 1931-32, will be thoroughly staffed and equipped for the training of school, public, college, and university library assistants and executives.

Table II. Enrollment of the Graduate School and Books Borrowed from Other Libraries

	Graduate School	Books Borrowed
1923-24	330	150
1924-25	346	169
1925-26	458	225
1926-27	408	299
1927-28	549	368
1928-29	598	378
1929-30	634	400-500 (est.)

The Nature of the Materials Needed

It is to be expected that certain departments of the University suffer more from the lack of such materials than others. The pure and applied sciences must have their laboratory facilities in order to operate at all, although it is true that modern scientific research, with its infinite specialization, requires a large battery of bibliographical instruments as well.

The departments of English, the Romance languages, History, and the Classics are the ones which, by their nature, require the greatest store of books.

Of the 590 graduate degrees granted in the decade after 1918 by 19 departments, work for 219 was done in the four departments noted above.

Table III. Distribution of 219 Graduate Degrees, 1918-29

	M.A.	Ph.D.
English	97	20
History	44	9
Romance	24	3
Classics	20	2
219	185	34

It is these departments particularly, lacking as they do some of the most essential materials for research, which are most in need of assistance in this line. Not only does the University lack this bibliographical material, but it is not in the South for relatively easy consultation.

1. Needs of these departments for the furtherance of research

Material of peculiar use to special departments is characterized below with typical examples. No attempt is made to give an extended list of needed material. An example of such a list is offered among the attached exhibits. In many cases the bibliographical needs of a department lie in several general works: i.e., practically all departments need the British Museum Catalog.

English Department. There are many items in bibliography needed here, as Thomas Corser, Collectanea Anglo-Poetica, 1860-90. The principal need, however, lies in the completing of periodical sets, as Materialien fur die Kunde des alteren Englischen Dramas; and in the acquisition of book club and printing society publications, as the Roxburghe, Bannatyne, Maitland, and Abbotsford Societies.

History Department.

Bibliographies. General works now out of print, as L.J.Paetow, Guide to the Study of Medieval History, 1917; C.V.Langlois, Manuel de Bibliographie Historique, Paris, 1901-4, 2 v.; N. Binayan, Bibliografia de bibliografias argentinas, 1919; Treles y Govin, Biblioteca historica cubana, 1922.

Source Materials. The chief lack, aside from general bibliographical works, is in the field of historical documents collections, as Monumenta Germaniae historica, ed. G.H.Pertz, Berlin,1826-1927,etc., Great Britain Parliamentary Debates (incomplete), Great Britain, Record Commission,Publications, the various Public Records Office Publications, etc.

Romance Language Department.

Bibliographies. General material in French and Spanish languages and literatures, as H. Martin, Catalogue des MSS. de la Bibliotheque de l'Arsenal,1883; A. Molinier, Catalogue des MSS. de la Bibliotheque Mazarine, 1886, representing institutional library catalogs, special subject bibliographies, as Horluc and Marinet, Bibliographie de la syntaxe du francais (1840-1905) 1909; J.E.Hartzenbusch, Catalogo de los periodicos madrilenos,1894; J.M.Sanchez, Bibliografia arogonesa del siglo XVI, 1913-14, 2 v.

Journals. Bibliographical and critical, as Bulletin du bibliophile et du bibliothecaire, Le Molieriste, Zeitschrift fur franzosische Sprache und Literatur.

Classics. The principal need here is in the field of journals. This is particularly true in archaeology, where the back files of such periodicals as the American Journal of Archaeology and Gnomon are needed. Such fundamental bibliographies and general reference works as Reallexikonder Vorgeschichte,1924; G.L.Gomme, Index to archaeological papers,1665-1890, 1907 and its continuation, Index of archaeological papers published in 1891-1910, 1914 are lacking.

2. Needs of Other Departments

Although the foregoing departments train the most graduate students, the faculties of the following departments carry on extensive and continual research. Their demands on bibliographical material are therefore heavy.

Botany and Zoology. A survey of inter-library loans from other universities to these departments shows decided

need for professional journals, as Nautilus; Societe de biologie, Paris, Comtes rendus; Zeitschrift fur natururssenschaften; Zoologische jahrbucher; Biological Society of Washington, Proceedings; Botanical magazine, Tokyo; Ceylon, Annals of the Royal botanic gardens, etc.

Mathematics. Encyclopedie des sciences mathematique pures et appliques, Paris, 1904-16, v.1-17; The Analyst, a journal of pure and applied mathematiques; British association for the advancement of science, Reports; Journal des mathematiques.

Library Administration. This school (to be opened in 1931-32) should have a large collection of the best representative bibliographies, reference works, etc., if it is to produce the best type of training. In the main such a collection will be available if the necessary materials are provided for the departments as indicated above.

There are certain bibliographical tools peculiar to this work, as Bibliographie des Bibliotheks-und Buchwesens, 1904-date. One of the important needs will be foreign professional and bibliographical journals, as the Dutch Het Boek, the British Library Association Record, the German Zentralblatt fur Bibliotheks-Wesen, and the French Revue des bibliotheques.

Rare Books. The subject of bibliographies of rare books is allied to all branches of research, since the literature of most subjects for study extends into the period of early printing. It is a matter of special importance here now that an attempt is being made in the Hanes Foundation for the Study of the Origin and Development of the Book to build a collection

illustrating this subject. Already 360 incunabula have been acquired, with 500 books illustrating the development of printing through the 16th and 17th centuries. A purchase under arrangement will bring to the collection 20 Babylonian and Sumerian tablets, while it is hoped before the year is done that the collection will have been increased by some examples of Greek papyri.

In order to make this material available to investigators through catalogs, it will be necessary to expand the present bibliographical apparatus of the library to include such books as Baudrier, Bibliographie Lyonnaise, and Proctor, Index to the early printed books in the British Museum. Such works are valuable not only for this purpose but as general bibliographies of literature.

3. General Bibliographical Needs

Printed Catalogs

The principal general bibliographical needs affecting many or all departments from the standpoint of the planning and execution of scholarly works are the catalogs of various important libraries. Exhibit B displays the leading items.

In addition to library catalogs in book form, an enormous bibliographical tool, a union catalog, can be compiled from printed cards representing holdings of the following libraries: Library of Congress, John Crerar, University of Chicago, University of California, University of Illinois, Harvard, the Hague Royal Library, Prussian "Gesamtkatalog."

It is impossible to over-estimate the value of such a giant title-list to the scholar verifying and locating titles, authors' names, editions, or compiling bibliographies.

Subject Bibliographies

The collection of subject bibliographies is particularly in need of extensive supplementing. A glance at two exhibits furnished by the English and Romance departments of the University will show how extensive this lack is even in subjects in which instruction has been given for many years and in which the library's holdings are comparatively strong. Catalogs of manuscripts, of doctoral dissertations, of special libraries, and of the publications of parliamentary and ecclesiastical bodies, of incunabula, of learned and scientific societies, and bibliographies of special subjects in many fields of knowledge are lacking which should be available. It covers a wide range of bibliographical ground, from Geoffry Keynes' Bibliography of William Blake, New York, 1921, and Thomas Wise' A Bibliography of the Writings in Prose and Verse of William Wordsworth, 1916, to such national lists as Garcia Icazbalceta, Bibliografia Mexicana del siglo 16, 1886. Most of this material is issued in small editions, at high prices and rarely reprinted.

Periodical Indexes and Abstract, Bibliographical, and Critical Journals

The University possesses the principal periodical indexes to journals in English, and the special indexes or abstract journals for chemistry, zoology, psychology, and a number of the other sciences. But its holdings of periodical indexes for languages other than English and for the publications of learned and scientific societies are far less extensive than they should be. Catalogs such as the International Catalogue of Scientific Literature, and a number of the more

important abstract journals and periodicals containing special bibliographies, or devoted to the criticism of special literature or subjects, are constantly needed and are indispensable to scholarly investigation.

Second only in importance to the possession of the journals themselves is the availability of indexes to them. Even if an investigator has access to such a rich store of the learned journals of his field, his use of them will be made easy by such indexes as Internationale Bibliographie der Zeitschriften-Literatur and Argus des revues, indicateur universel contient des articles provenant de pres de 1,000 revues francaises et etrangeres, 1880-1914.

Budget Required

The provision for such bibliographical material for the furtherance of research will require the expenditure of $30,000. In the suggested distribution of this amount, indicated below, exact accuracy is, of course, impossible. The amounts which can be spent for periodical indexes, for bibliographical journals, and for bibliographies of special subjects could be extended almost indefinitely.

1. Cards of Notable libraries	
Purchase of 225,000 to 300,000 cards now available	$4000
Subscription to cards 1928-29, 1929-30	1000
Catalog trays and filing	3000
2. Library Catalogs	
The British Museum Catalog, soon to be available in a new edition, continuations of the Bibliotheque Nationale Catalog, and of other national and institutional libraries	4000

3. National bibliographies, encyclopedias, and biographical dictionaries English prior to 1801, German prior to 1750, French prior to 1840, and other countries	$4000
4. Periodical indexes, abstract, and critical bibliographical journals	4000
5. Subject bibliographies History, literature, philosophy, science, sociology, fine arts, useful arts, religion, and special subjects in all fields of knowledge	5000
6. Monumental collections of source materials	5000
	$30,000

Exhibits

A. Lists prepared by the Romance ~~and English~~ departments.

B. Printed library catalogs.

C. Statistics of university libraries, 1927-28, 1928-29.

D. Report of librarian, 1928-29.

E. Copies of "Research in Progress," 1927-28, 1928-29.

F. Catalog of University Press.

Exhibit A

For Use in Romance Language Department

French

Allem, Maurice, Anthologie poetique Francaise du XVIe-siecle.

Annuaire de la Societe francaise de bibliographie.1907-

Baillet, Adrien, Jugemens des savans sur les principaux ourages des autreurs. Paris, Moette, 1722-30. 8v.

Barrau-Dihigo, L.,Catalogue de la Bibliotheque Gaston.Paris,1912.

Barroux, Marius.,Essai de bibliographie critique ... de l'histoire de Paris. 1908.

Beauchamps, J.de., Bibliographie raisonnee et pratique. 2v. Rouveyre et Bland, 1886.

Beaulieux, C., Catalogue de la reserve 16^{e} siecle de la bibliotheque de l'universite de Paris. Champion. 1916.

Behrens, D., Bibliographie des patois gallo-romans, translated into French by Rabiet, 1893.

Bengesco, G., Voltaire, Bibliographie. 4v. 1882-1891.

Bibliographia bibliographium universalis. Repertoire annuel des travaux de bibliographie, par Henri La Fontaine. 1897-

Bibliographie Lyonnaise, recherches sur les imprimeurs, etc. par Baudrier. A. Picard, 1895-1908.

Bibliographie de la syntaxe du francais(1840-1905) par Pierre Horluc et G.Marinet, 1908.

Bibliotheque du Theatre Francias. Dresden, Groell. 1768. 3v.

Bulletin Critique. Paris, 1880-1908.

Bulletin du bibliophile et du bibliothecaire. Paris, 1834-1923.

Catalogue abrege de la Biblioteque Sainte-Genevieve. Paris, Didot.

Catalogue des mounaies royales et seigueuriles de France.Paris,1900.

Catalogue general des MSS des bibliotheques publiques de France. Ministere de l'Instruction publique.

Chatelain, Catalogue des Incunables de la bibliotheque de l' Universite de Paris. 1907.

Chatelain, E., Catalogue des reproductions de MSS qui se trouvent a la Bibliotheque de la Sorbonne. Champion. 1910.

Cohen, Guide de l'amateur de livres a figures du 18e siecle.1890.

Collin, C.S.R., A bibliographical guide to sematology. Lund. 1915.

Delpy,A., Essai d'une bibliographie speciale des livres perdus, ignores, ou connus a l'etat d'exemplaire unique. Paris. Durel, 1911. 3 vols.

Forbes-Leith,W., Bibliographie des livres publies a Paris et a Lyon par les savants ecossais refuges ... au 16 siecle. Champion, 1912.

Gauchot, L. and Jules Jeanjuquet. Bibliographie linguistique de la Suisse romande. Champion, 1917. 2v.

Haag, Eugene and Emile, La France protestante...2nd ed. Paris, Sandoz and Fischbacher, 1877-88. 6v.

Jodart, Catalogue des incunabules de la bibliotheque de Reims.1889.

Lachevre, Bibliotheque des recueils collectifs de poesies publiees de 1597 a 1700. Paris, Leclerc. 1901-5. 4v.

Lacroix, P., Bibliotheque dramatique de M. de Soleinne. Paris, Alliance des Arts. 1843-4. 5v.

Labande, L.H., Bibliographie gasconne et languedocienne. Bordeaux, 1915.

Langlois, E., Notices des MSS francais.

L'Art de verifier les dates des faits historiaues...et autres ancien monumens. Paris, 1783-1838. 3 pts.

Lasteyrie, Robert de, Bibliographie Annuelle des travaux historiques et archaeologiques publies par les societes savantes de la France. 1906-

Lefevre, E., Catalogue general de la librairie provencale, Ruat. Marseille.

LeLong, Jacques, Bibliotheque historique de la France...Nouv. ed. rev.cor....Paris, Herissant, 1768-78. 5v.

Lemonnyer,J., Bibliographie des ouvrages relitifs...aux livres facetieux, pantagrueliques. 4v. 1893-1900.

Loviot,L., Auteurs et Livres anciens (16e et 17e siecles). Paris. Broccard, 1917.

Martin,H., Catalogue des MSS de la Bibliotheque de l'Arsenal.1883.

Maupoint, Bibliotheque des theatres. Paris, Prault, 1773.

Molinier,A., Catalogue des MSS de la Bibliotheque Mazarine.1886.

Muntz, La Bibliotheque du Vatican au 16e siecle. 1886.

Pellechet, Catalogue des incunables ... de Versailles. 1889.

Picot,E., Catalogue des livres composant la bibliotheque de feu M. le baron J. de Rothschild. E. Rahir, 1912.

Pont de Vesle, Bibliotheque dramatique augmentee et completee par les soins du Bibliophile Jacob. Paris, Alliance des Arts,1846.

Provencal Literature and Language including the local History of Southern France, a list of references in the New York Public Library, 1925.

Raynaud, G., Bibliographie Provencale.

Reure, La vie et les oeuvres de Honore d'Urfe. Paris, 1910.

Revue de la rennaissance. Paris, 1901-13.

Revue des livres anciens. Paris, 1914-17.

Rigal, Alexandre Hardy. Paris, Hachette, 1889.

Rolland, Joachim, Le theatre comique en France avant le 15e siecle. (Essai bibliographique). Paris, Editions de la Revue des Etudes Litteraires, 1926.

Rondel, Auguste, Conference sur la bibliographie dramatique etc. Marseille, 1913.

Sainte-Marthe, Scevole de Eloges des hommes illustres.

Searles,C., Catalogue de tous les livres de feu M. Chapelain. Paris, Gambier, 1913.

Tables decenniales des publications de la Societe de l'histoire de Paris, etc. Champion.

Vicaire, Georges, Manuel de l'amateur des livres du 19e siecle. 1907-1910.

Spanish

Aguilo y Fuster, Mariano, Catalogo de Obras en lengua catalana, impresas desde 1474 hasta 1860. M. Rivadeneyra, 1927.

Alcocer y Martinez (Mariano)- Archivo de Simancas. Catalogo VII. Valladolid, 1926.

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Exhibit B

Library Catalogs

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Exhibit C

STATISTICS OF UNIVERSITY LIBRARIES, 1928-29

	Vols.in Library	Vols. added '28-29	Expended on books '28-29	Appro-priated '~~28-29~~ '29-'30	Staff	Salaries
Brown	384,783	16,224	$ 55,688	$ 53,214	25	$ 47,836
Bryn Mawr	127,111	5,545	17,448	16,500	11	17,518
California	735,718	31,388	102,074	89,625	51	141,940
Chicago	871,276	40,803	139,651	150,903	113	221,603
Colorado	207,462	10,196	30,094	44,000	17	31,844
Columbia	1,166,621	34,385	147,151	194,088	157	285,568
Cornell	804,239	13,117	53,299	53,154	21	36,600
Dartmouth	299,790	14,138	57,020	105,300	37	62,000
Duke	151,520	28,860	95,406	95,000	26	33,560
Harvard	2,866,200	123,640	636,666			138,900
Illinois	800,330	32,001	117,599	113,000	65	121,974
Indiana	197,787	8,092	24,347	29,025	21	40,600
Iowa State College	168,780	12,081	55,220	55,220	32	55,090
Iowa	295,794	16,219	48,782	60,000	40	78,445
Johns Hopkins	354,774	47,758	50,034	52,750	33	58,759
Kansas	212,000	9,925	26,603	24,900	22	43,790
Michigan	718,425	37,454	142,940	130,938	141	257,933
Minnesota	573,489	37,738	148,514	95,665	62	123,220
Missouri	268,795	13,184	42,883	35,000	25	47,007
Nebraska	233,845	7,230	36,000	38,500	34	49,525
Northwestern	327,092	27,640	69,748	86,438	36	86,810
North Carolina	210,511	13,644	57,436	46,500	24	55,219
North Dakota	95,680	3,251	9,977	9,050	8	16,260
Oberlin	311,500	12,321	27,201	29,300	30	54,816
Ohio	335,950	18,450	51,496	60,000	45	94,593
Oregon	193,394	12,695	33,972	33,000	27	31,755
Pennsylvania	692,421	24,241	70,416	73,694	77	109,165
Princeton	630,885	19,515	67,322	61,627	64	99,385
Rochester	175,839	11,626	55,197	80,500	30	58,391
Smith	165,322	10,861	18,768	20,944	11	18,169
Stanford	511,034	19,778	59,896	60,000	51	89,462
Texas	430,082	12,692	46,500	46,500	29	52,900
Vassar	161,524	5,484	17,775	17,467	19	32,454
Virginia	163,162	8,773	17,502	21,394	24	31,380
Wash.(St.Louis)	250,699	8,934	42,267	41,187	24	38,762
Wash.(Seattle)	198,757	7,378	40,170	44,000	29	74,446
Wellesley	131,059	4,464	17,362	18,602	18	31,600
Wisconsin	Not reported					
Yale	1,922,157	58,080	135,369	136,012		

Among the 38 colleges, the University of North Carolina ranks 25th in number of volumes in the Library; 19th in volumes added in 1928-29; 14th in expenditure for books; 22nd in appropriation; 27th in number of staff; and 19th in amount paid for salaries.

It should be noted that the appropriation for the University of North Carolina for 1929-30 is $46,500, approximately $11,000 less than last year. As a matter of fact, if it were not for the contributions from the Nanes Fund ($10,000) and the Carnegie Corporation ($10,000) the net total appropriation from the State is only $26,500; less by $8,500 than it was last year and lower than it has been at any time during the past eight years.

Exhibit C

STATISTICS OF UNIVERSITY LIBRARIES, 1927-28

		Vols. in Library	Vols. added '27-28	Expended on books '27-28	Appropriated '28-29	Staff	Salaries
1.	Brown	367,794	16,592	$ 40,890	$ 45,318	23	$ 42,170
2.	Bryn Mawr	121,481	5,108	16,801	16,500	10	16,050
3.	California	706,635	42,674	97,630	77,750	51	127,079
4.	Chicago	799,593	32,593	127,427	134,335	116	230,857
5.	Colorado	192,283	9,702	27,155	27,350	15	30,697
6.	Columbia	1,132,236	39,893	124,072	139,735	161	281,372
7.	Cornell	780,790	18,922	53,384		20	58,700
8.	Dartmouth	240,000	11,715	52,239	62,250	28	57,000
9.	Harvard	2,784,300	151,500	236,597			132,365
10.	Illinois	768,329	59,579	127,006	98,100	63	143,302
11.	Indiana	187,384	10,403	29,041	18,275	19	32,200
12.	Iowa State Coll.	157,070	13,303	50,400	55,400	25	47,600
13.	Iowa	279,575	13,444	47,136	40,000	40	77,785
14.	Johns Hopkins	307,016	14,013	40,274	56,716	27	41,130
15.	Kansas	201,586	9,679	23,583	25,000	20	31,520
16.	Michigan	681,025	31,543	127,466	142,940	119	233,156
17.	Minnesota	530,107	31,930	108,107	101,155	69	129,825
18.	Missouri	249,461	8,526	36,743	36,000	24	38,685
19.	Nebraska	223,885	10,175	32,580	36,000	26	44,094
20.	Northwestern	302,314	21,889	78,656	55,550	31	72,730
21.	North Carolina	198,192	16,895	43,260	43,753	22	43,866
22.	North Dakota	80,000	3,340	8,965	9,000	6	12,700
23.	Oberlin	299,179	13,762	23,119	26,300	28	39,610
24.	Ohio	317,500	16,300	49,629	30,000	44	88,900
25.	Oregon	191,640	14,245	31,994	32,580	24	46,915
26.	Pennsylvania	668,180	33,110	82,572	76,017	75	112,976
27.	Princeton	611,370	20,021	68,751	57,681	63	94,195
28.	Rochester	163,015	8,647	48,328	56,000	23	53,768
29.	Smith	154,460	11,292	17,600	19,575	10	18,696
30.	Stanford	490,733	16,542	58,697		51	86,202
31.	Texas	411,310	20,161	59,912	53,910	29	52,000
32.	Vassar	156,000	7,262	18,545	17,065	18	32,600
33.	Virginia	157,446	6,113	15,609	15,290	18	22,045
34.	Washington (St.L.)	243,221	7,420	40,367	35,700	23	34,410
35.	" (Seattle)	191,358	16,690	36,914	40,500	29	74,116
36.	Wellesley	125,473	4,314	16,315	17,550	17	31,600
37.	Wisconsin	391,762	14,310	63,118	56,585	37	82,945
38.	Yale	1,902,512	75,004	134,004	118,138	74	145,968

1. Not including John Carter Brown Library.
3. Columns 1-3 do not include departments outside Berkeley. 4,does not include amounts available for departmental libraries in Berkeley. 5-6,excludes departmental librarians.
9. Salary statistics cover college library only.
14. Appropriation includes Welch Medical Library for part of year.
30. Includes all libraries (Hoover, Lane, etc.).
37. Not including State Historical Library (255,000 vols.)

The University of North Carolina ranks 26th in number of volumes in the Library; 14th in volumes added in 1927-28; 21st in expenditure for books; 18th in appropriation; 27th in number of staff; and 24th in amount paid for salaries.

NC-f1.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN
DONALD CONEY, ASSISTANT LIBRARIAN

	D.H.S.	MAY 1 1930 April 30, 1930		5-2-30
	FILING DEPT.			
C	KEO	add'l information	1/60	

Mr. David H. Stevens
General Education Board
61 Broadway
New York City

Dear Sir:

Dr. Chase has handed me your letter of April 23 asking for an analysis by departments of book expenditures at the present time and the proposed budget of our new library school. I am handing you herewith the requested information.

I have taken the liberty of compiling the book expenditures by departments for the period of the past five years. Our expenditures for the current year, not being complete, have not been included. In explanation of the rather marked variation in expenditure from year to year by practically all departments, it should be said that this is due to the assignment of special money. Each year's expenditure includes not only the money regularly appropriated for the use of the department, but also additional appropriations from a special fund which has varied during the past five years from three to five thousand dollars. It will be noted in the totals that there is remarkably little variation from year to year if due account is taken of the large special appropriation made in 1926-27 to the Law School and the special appropriation made in 1928-29 to the general library for the purchase of rare books.

It should be borne in mind that the budget attached for the library school is of a thoroughly tentative character. In the development of the library school plans so many changes have been made that the budgets heretofore proposed have little bearing on the plans at present. The present budget is based on the standard budget proposed by the American Library Association, taking into account the salary range of

the University and various local conditions. Since only the bare foundation for the school has been laid as yet, there is no doubt that considerable change will be made from the present schedule. It does, however, represent the best approximation of a budget at present possible.

Trusting that this is the information you desire, I remain

Yours sincerely,

Donald Corey

DC/L

4/30/30 NC-81.2

Library Book Funds
Department Expenditure, 1924--1929

	'24-25	'25-26	'26-27	'27-28	'28-29
General Library	$4238.75	$3100.67	$3799.35	$6436.66	$9494.82*
Archaeology				377.49	209.01
Botany	479.60	827.77	365.06	1044.56	649.64
Carolina Collection	1237.27	1100.74	1984.08	1487.46	1338.33
Chemistry	767.22	765.78	553.57	1171.53	749.02
Comparative Literature				109.62	129.07
Economics & Commerce	1140.99	1147.68	1652.04	2098.61	1156.13
Education	417.61	565.28	543.14	963.76	913.68
Engineering, Civ.& Mech.	374.88	408.64	341.73	863.96	568.82
Engineering, Elect.	436.73	194.37	155.95	712.29	420.54
English	1339.64	1562.55	2566.72	2012.29	2027.33
Extension	252.73	241.15	385.55	331.32	303.77
Geology	209.51	380.61	368.58	552.70	331.99
German	233.59	477.80	558.10	373.43	331.89
Greek	89.01	258.75	97.72	302.22	219.82
History	1389.84	1184.25	1802.58	862.09	1106.04
Journalism	177.69	98.98	96.75	139.90	172.30
Latin	540.86	256.83	584.10	396.88	273.33
Law	1833.77	905.40	10007.80[1]	1388.51	1798.25
Mathematics	669.98	645.16	300.77	551.38	379.52
Medicine	904.40	879.10	701.70	913.29	745.63
Music	13.70	67.82	78.55	685.06	109.57
Pharmacy	552.21	110.30	286.42	329.86	531.78
Philosophy	307.10	252.13	463.85	395.64	311.21
Physics	654.65	315.45	307.53	402.00	444.23
Psychology	308.16	306.44	412.43	380.57	332.40
Romance	801.68	544.07	916.84	1474.91	1150.57
Rural Social Economics	588.31	387.86	526.56	435.64	433.76
Sociology	479.75	508.96	423.16	543.64	304.61
Zoology	413.65	665.51	490.24	754.85	513.40
Bindings	1301.99	2155.90	2381.25	1933.65	2424.49
Periodicals	1513.88	1779.06	1977.42	2284.16	2271.39
Summer School	113.26	114.18	155.95	386.92	269.34
	$23782.41	$22209.19	$35285.49	$33096.85	$32414.86

*Includes $4000 for Incunabula Collection.
[1]Special university appropriation of $7,500 for Law School Library.
Departments that show unusual increases in certain years have benefitted by the Special Fund.

4/30/30 NC-81.2

UNIVERSITY OF NORTH CAROLINA - LIBRARY SCHOOL BUDGET

(Tentative)

April 30, 1930

Preliminary Expenditures

Books	$4,000	
Equipment	3,500	
Secretarial Assistance	750	
Printing, Postage, etc.	500	
Supplies	500	
Travel	750	$10,000

Yearly costs for five years

Salaries		
Professor	4,000	
Asso. Prof.	3,200	
Instructor	2,600	
"	2,300	
Reviser-Secretary	1,700	13,800
Books	700	
Equipment	300	
Postage, teleg. etc.	400	
Printing and Supplies	600	
Contingent	100	
Scholarships	1,000	
Summer session (exclusive of other available funds)	700	
Travel	400	4,200

Preliminary expenditures	$10,000
Operating costs for five years	90,000
Total budget	$100,000

nC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

	D.H.S. SEP 29 1930	September 27,	1930
	FILING DEPT.	D.H.S. J	10-2-30
	K.E.O.	KEO	
	WWB	WWB	

Mr. David H. Stevens
General Education Board
61 Broadway
New York City

Dear Mr. Stevens:

At the suggestion of Mr. Jackson Davis, who was here two days ago discussing several matters connected with the training of school librarians in the Southern states, I am sending you additional data with regard to the request of the University of North Carolina for bibliographical materials.

You will be interested to know that the registration of graduate students in the summer quarter for 1930 and in the fall quarter just beginning numbers 781 in contrast with 634 for the same period last year. Also that the inter-library loans for 1929-30 were 670 in actuality as contrasted with the four to five hundred estimate furnished you, and in contrast with the 378 actual loans in 1928-29.

I should like to call your attention particularly to the budget for the library school for 1931-32 and to the budget requests for the library for 1931-33. In the discussions with the representatives of the American Library Association and the Foundations interested in library development in the South, it has been generally agreed that the library school of the University of North Carolina will probably undertake to provide the most scholarly work to be offered in the South, with emphasis upon the training of college and university librarians and librarians who will be capable of teaching in the summer schools and teachers colleges throughout the South. The item in the library school budget for equipment and books will take care only of the standard materials for general guidance and practice, but it will not provide the general background essential to the best type of teaching. You will readily understand that the University of Michigan, for example, was in very much better position to establish a library school three or four years ago than this University is today, by virtue of the fact that its library at that time contained something over 600,000 volumes, whereas ours, in 1931, will probably contain about 235,000 volumes. In the case of Michigan, the school could draw upon materials already to be found within the general library collection. Here the school will have to seek the materials from outside sources as they are not comprised within the present holdings of the library.

The analysis of the library budget will show two things: first, that,as a result of the very drastic cut in the University's appropriations this year, a number of departments will have no money whatever for the purchase of new books after the subscriptions for their annual publications and periodicals have been taken care of and their bindings have been assured. It will also be found that several other departments will not have an excess of $20 for the purchase of books after the annual publications, subscriptions, and bindings are taken care of. You will understand, of course, that we have not wished to discontinue important journals of which we have extensive files, but in order to do this it makes impossible the acquisition of essential new books this year. We hope, of course, that this condition is only temporary and that the normal budget request for 1931-33 will be granted so that we may carry on as heretofore.

I should also like to indicate what a stimulus the grant would give to the University as a whole at this particular period when it is confronted with unusual difficulties. The cut of practically $200,000 in its operating budget has, as you can well imagine, shaken us profoundly. We have also undergone a change in administration and have lost one or two of our prominent professors to other institutions. Assistance in providing materials of this sort at this time would strengthen morale and give assurance of a most valuable sort.

Sincerely,

Louis R. Lenihan

Librarian.

NC-81.2

October 2, 1930

Dear Mr. Wilson:

I am under obligation to you for your clear and careful exposition of conditions in the University of North Carolina as these relate to your own field of work. When Mr. Davis is in the office again I shall go over your statement with him.

Very sincerely yours,

DAVID H. STEVENS

Mr. Louis R. Wilson, Librarian
The University of North Carolina
Chapel Hill
North Carolina

DHS:LFA

9/27/30 NC-81.2

University of North Carolina Library School

Preliminary Plans and Proposed Organization, 1931-32

Expenditures

	1931-32	1931-32
I. Personnel		
Director	$_____	(Librarian)
Professor	4500	
Associate Professor	3500	
Assistant Professor	3000	
Instructor or Part-time Instructors	2200	
Reviser-Secretary	1800	$15,000
Total		
II. Books and equipment		
Books	750	
Equipment	600	
Total		1,350
III. Maintenance		
Postage, telephone and telegraph	400	
Printing, supplies, etc.	400	
Travel	600	
Contingent	250	
Total		1,650
Total		18,000

Receipts

Carnegie Corporation	16,000	
Tuition, etc.	2,000	18,000

Preliminary Expenditures
1930-31 - Estimated

Administration	$1500	
Books	5000	
Equipment	5000	
Printing,etc.	500	
Postage, etc.	250	
Travel	750	$13,000

Income

Carnegie Corporation	10,000	
Accumulated interest	3,000	13,000

Current year operations taken care of through interest on moneys already supplied.

9/20/30

9/27/30 NC-81.2

University of North Carolina Library - Budget Request
Biennium 1931-33

Summary

Expenditures	1931-32	1932-33	1931-32	1932-33
I. Personnel				
Salaries - Instructional	$14,100	$14,250		
" - Library	33,400	33,400		
" - New positions	5,900	8,700		
Wages	9,850	10,000		
Totals			63,250	66,350
II. Books, Journals, Bindings				
General library	14,850	15,000		
Departments and schools	19,150	20,000		
Totals			34,000	35,000
III. Equipment				
New construction	7,130			
New equipment and replacements	1,370	1,000		
Totals			8,500	1,000
IV. Maintenance				
Supplies and materials	2,600	2,700		
Postage, tel. and tel.	1,300	1,350		
Travel	400	500		
Printing, mimeographing, etc.	950	950		
Repairs	275	275		
General expense	100	100		
Totals			5,625	5,875
Grand totals			111,375	108,225
Receipts				
Old endowment (1928-29 figures)	2,502	2,502		
New endowment	795	795		
Fines	2,100	2,100		
Totals			5,397	5,397
Net totals			105,978	102,828

Detail of Budget Request - University of North Carolina Library
Biennium 1931-33

I. Personnal	1931-32	1932-33	1931-32	1932-33
Salaries				
Instructional				
Librarian	8,000	8,000		
Asst. Librarian	3,600	3,750		
Head Circ. Dept.	2,500	2,500		
Totals			14,100	14,250
Library				
Ref. Dept. Head	*2,200	2,200		
" " Asst.	*1,700	1,700		
Order Dept. Head	*2,200	2,200		
" " Asst.	1,500	1,500		
Cat. Dept. Head	*2,200	2,200		
" " 1st. Asst.	*1,900	1,900		
" " Asst.	1,500	1,500		
" " Jr. Asst.	1,200	1,200		
Per. Dept. Head	*2,000	*2,000		
" " Asst.	*1,700	1,700		
Circ.Dept. 1st. Asst.	*1,700	1,700		
" " Asst.	1,200	1,200		
" " Asst.	1,200	1,200		
Law Library - Head	2,000	2,000		
Educ. Library - Head	**1,800	1,800		
N.C.Collection - "	*2,000	2,000		
Geology Library - "	*1,700	1,700		
Commerce Library "	*1,900	1,900		
Administrative Sec'y	*1,800	1,800		
Totals			33,400	33,400
New positions				
Period. Dept. Asst.	1,200	1,200		
Catalog. Dept. "	1,500	1,500		
Engin'g Library - Head	1,400	1,400		
Reference Dept. Asst.		1,600		
Sc. Col. Asst.	1,800	1,800		
Circ. Dept. Asst.		1,200		
Totals			5,900	8,700
Wages	9,850	10,000	9,850	10,000
Totals for Personnel			63,250	66,350

*Increase of $100 over 1930-31
**Increase of $200 over 1930-31

II. Books, Journals, Bindings

	1951-52	1952-53	1951-52	1952-53
1. General Library				
Annual publications	$ 750	750		
Replacements	400	400		
Freight and express	600	600		
General books	1,750	1,750		
Encyclopedias, reference works, etc.	1,500	1,500		
Journals	2,350	2,300		
Bindings	2,600	2,700		
Totals			9,850	10,000
2. Special Collections				
Hones	2,500	2,500		
Walker	900	900		
Libraries, sets, etc.	1,600	1,600		
Totals			5,000	5,000

approximately

These two columns represent what is being spent this year, 1930 for (1) journals, annuals, + bindings, and (2) books. The expenditures for the journals is fairly constant.

5. Departments and Schools

Endowment		1931-32 Journals Ann.Pubs. Bindings (1)	1931-32 Books (2)	(1930-31) Books	1931-32 Total	1932-33 Total
* $15	American Drama(Henderson Fund)		30	New	30	30
	Art and Architecture(Milburn Fund)	60	15	18.00	75	75
	Archaeology	58	42	14.88	100	100
	Botany	380	70	-----	450	450
300	Chemistry (Cameron Fund)	650	100	-----	750	750
	Comparative Literature		150	-----	150	150
	Economics	400	200	17.00	600	600
240	English (Armfield Fund)	240	1500	1080.00	1740	1740
	Extension	160	90	84.00	250	250
*60	Fine Arts (Andrews Fund)		100	New	100	150
	Geology	230	120	19.83	350	350
	German	175	225	115.00	400	400
90	Greek (Alexander Fund)	75	125	70.98	200	200
	History	225	775	492.50	1000	1200
	Journalism	150	20	-------	150	150
	Latin	180	220	110.60	400	400
	Mathematics	275	75	-------	350	350
30	Modern Lang.Classics (May Fund)	15	15	16.00	30	30
	Music	30	170	115.60	200	200
**660	North Caroliniana(Hill Fund)	575	675	334.00	1250	1250
	Philosophy	120	230	132.88	350	350
150	Physics (Emerson Fund)	285	65	8.63	350	350
	Psychology	320	80	-------	400	400
*60	Romance Languages(Shipley Fund)	250	500	294.38	750	750
	Rural Social Economics	150	250	137.45	400	400
	School of Commerce	420	180	15.00	600	600
	School of Education	440	460	210.90	900	1000
150	School of Engineering(Emerson)	460	390	285.00	850	850
300	School of Law (Manning Fund)	1900	1100	-------	3000	3500
	School of Medicine	700	200	-------	900	900
	School pf Pharmacy	60	290	172.62	350	350
	Sociology	120	280	135.28	400	400
*300	South Caroliniana (Davie Fund)	50	250	New	300	300
150	Southern History (Kenan Fund)	3	147	147.15	150	150
	Summer Session		250	178.15	250	250
	Zoology	575	50	-------	625	625
	Totals	9711	9439	4205.81	19,150	20,000

*New endowment
**$360 new endowment
Nine departments have no book fund 1930-31
Seven departments have less than $20 for books 1930-31

Totals for Books, Journals, Bindings	34,000	35,000

III. Equipment

	1951-52	1952-53	1951-52	1952-53
1. Basement stack				
Shelving and installation	2,480			
Painting	300			
Lights (est.)	200			
	2,980			
2. Library school				
New partitions, doors, etc.	1,600			
Lights, phones (est.)	250			
	1,850			
3. Vault equipment				
Files and shelving				
Lighting	2,000			
Safe				
4. Typewriters				
Replacements	475	70		
New	325	120		
	800	190		
5. Desks and chairs	250	125		
6. Typewriter desks, chairs, file cases, etc.	320	685		
Totals			8,500	1,000

IV. Maintenance

1. Supplies and materials	2,600	2,700		
2. Postage, tel. and tel.	1,300	1,350		
3. Travel	400	500		
4. Printing, mimeographing, etc.	950	950		
5. Repairs	275	275		
6. General expense	100	100		
Totals			5,625	5,875

NC-81.2

	D.H.S. OCT 6 1930	D.H.S.	10/7/30	
WILLING DEPT.		J		
	DEPARTMENT OF ENGLISH			

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

October 4, 1930.

Dr. David H. Stevens,
The Rockefeller Foundation,
61 Broadway,
New York, N. Y.

Dear Stevens:

Since I have come to the University of North Carolina, I have found that the University through President Chase has made a formal request for a grant of $30,000 for the ~~organization~~ acquisition of bibliographical aids for the Graduate School, the School of Library Service, and the major departments of the University. Since you know fully as well as I the high place which Dr. L. R. Wilson, our University Librarian, holds among librarians in the United States and know also the standing of the University of North Carolina in the academic world, I need not write you concerning these matters. My privilege as a new member of this faculty is to present reasons for my belief that this application should receive favorable consideration.

In the first place, I am unusually impressed by the geographical distribution represented among our graduate students. Without consulting any data, I recall that graduates of the University of Chicago, Dartmouth, Brown, Franklin and Marshall, Northwestern, and other institutions outside the South talked with me in my office two weeks ago and are now enrolled here for graduate work in English. And I know from other information that this is typical of our graduate students. So, this is not a local University.

In the second place, I am impressed with the fact that if we are to maintain our standing among graduate schools we must have for our library the bibliographical aids for which the University requests the grant.

In the third place, I emphasize that under President Graham this University is going to continue a policy of steady, certain, sound development. In other words, a grant to this University means a contribution to an institution pledged by the President to a continued development of individual research and graduate work.

With friendly personal regards and good wishes, I am,

Faithfully yours,

George R. Coffman

Head of the English Department

nc. 81.2

October 7, 1930

My dear Coffman:

I am interested in your statement concerning graduate work at the University of North Carolina. I have put your paper with the material on the needs of the library for purposes of graduate study. Thank you very much.

When you are in New York I shall be glad to hear a story of your life down South. I know that you must find it very different from the years you had in Boston.

Very sincerely yours,

DAVID H. STEVENS

Professor George R. Coffman
Department of English
The University of North Carolina
Chapel Hill, North Carolina

DHS:LFA

NC-81.2

	File	11-K-30	INTERVIEWS:	
I	T. A.		JE	
"	W. W. B.		WWB	
"	K. E. O.		KEO	

Mr. Louis R. Wilson (Librarian, University of North Carolina, Chapel Hill, North Carolina)

with Mr. David H. Stevens and Mr. E. E. Day

November 13, 1930

Mr. Wilson reaffirmed the needs of the University of North Carolina, as stated in a letter of September 27, 1930, for bibliographical aids to research. That application showed the total appropriations for all library purposes in 1931-32 and 1932-33 to be about $100,000, of which only one-third was available for all periodicals, serials, and departmental allotments. There are nine departments without book funds: all are short.

Arguments favoring a correction of this weakness in bibliographical and book materials are as follows: increases in number of graduate students, until now eight hundred persons in twelve months must be aided with inadequate bibliographical materials for preparation of advanced studies; importance of University of North Carolina for all research work to be done south of Washington and east of the Appalachian Mountains; and, finally, decrease in the university appropriation over the next five-year period by $200,000 annually, with the result that the library cut is endangering even necessary subscriptions to periodicals and serials. Mr. Wilson is in difficulty to hold his staff under present conditions. Through some special grants he has enlarged the collections on Southern history in a way that shows how intelligently he uses small amounts of free money.

The hopeful sign in the present circumstances of the University comes from the standing of President Graham. He knows the social and educational problems of the State and the needs of the university faculty. Mr. Wilson believes that the new administration will recover lost ground and will advance all phases of the program now in force.

A sketch of the needs of the South in library facilities was given by Mr. Wilson. In this he developed the situation of the elementary and secondary

Mr. Louis R. Wilson (Cont.)

schools as well as colleges, showing a fine understanding of the place of books in new methods of education. The elements of progress in the Southern situation came from Wilson and committees under his guidance. County, city, and state conditions are as fully known by him as are the research functions of a university library.

Grants of the Carnegie Corporation to the Graduate Library School, to total $100,000 over a five-year period, will not relieve the shortage of basic reference materials for research. There is no University in that region providing advanced students with as much as does the University of North Carolina, even so; nor will there be established elsewhere a Graduate Library School to use some of this material for its own purposes.

Mr. Wilson brought out the history of the present application by saying that the proposal accepted by the Carnegie Corporation was first brought to the General Education Board through Mr. Bachman as a request for $146,000. No action was taken. Now that the Carnegie Corporation has agreed to finance the Graduate Library School for its initial five-year period, we are asked to appropriate $30,000 for bibliographical aids to research. At the conference of officers on November 10, 1930, there was agreement that nothing further would be done for this institution until a representative of one of the two Boards had made a general, comprehensive analysis of the University and its local means of support. The action of the Carnegie Corporation, leadership shown thus far by Mr. Wilson personally, and size of the Graduate School at the University of North Carolina point toward prompt action by our Boards on the larger question conditioning the present application.

DHS:LFA (This memorandum referred to TA, MM, EED, HAS, WWB and JD.)(Also K.E.O.)

3C-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

November 18, 1930

Mr. Jackson Davis
General Education Board
Grace-American Building
Richmond, Virginia

My dear Mr. Davis:

I was in New York last week and had an opportunity to talk with Mr. Stevens and Dr. Day. I went fully into the bibliographical matter and I think there is a thorough understanding of that on the part of both men, particularly on the part of Mr. Stevens.

We discussed at some length the situation in the Southern states relative to training for school librarians. Since that time I have been able to go over the matter with the Board of Education for Librarianship of the A.L.A. and with Highsmith, who is chairman of the committee having to do with training agencies in the South. He spent yesterday in conference with us here and is taking specific recommendations to the Southern Association of Colleges. It was in evidence yesterday that a great many small, ineffective schools have offered instruction, with the result that something like 1250 students were enrolled the past summer. At the same time very definite advance is being made in substantial fashion at Peabody, Tennessee, N.C.College for Women, here, Emory, and probably in Florida and at Louisiana State. However, in Louisiana there are seven other places than the state university offering instruction. The University of Kentucky did good work last year and four or five other institutions of varying abilities offered work.

At the meeting in Tampa next week, I hope, as librarians, we can emphasize the desirability of limiting the field to those that are best able to offer satisfactory courses, and that this sentiment will crystalize and that effective direction to the whole procedure may be given through your interest. I hope you can be both at Tampa and at Atlanta, as both meetings are to be significant.

I am leaving for Nashville in the morning and shall give consideration to the matter which you brought to my attention with regard to the situation there.

With many good wishes, I am
Sincerely,

L R Wilson

nc-81.2

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

D.H.S. DEC 13 1930 HS 12/16/30
FILING DEPT. JS

Urbana, Illinois
December 11, 1930

Dr. David H. Stevens
Director of College Education
General Education Board
61 Broadway
New York, New York

My dear Doctor Stevens:

I am writing you at the suggestion of Dr. L. R. Wilson, Librarian of the University of North Carolina, with regard to the bibliographical apparatus which he is requesting.

May I say that the University of North Carolina Library seems to me to be the most important single institution in the South for the dissemination of knowledge in its field. Wilson has had consistently the idea of a university as contrasted with a college library and has sought steadily and intelligently to realize that ideal. I certainly hope that the Board will be able to see its way clear in this matter.

Cordially yours,

Harlan

President

HWC M

nc-81.2

December 16, 1930

Dear Doctor Chase:

I am pleased to acknowledge your statement of December 11 in behalf of the request from Doctor L.R. Wilson of the University of North Carolina, for assistance in increasing the bibliographical apparatus of his Library. Mr. Davis, who is particularly well-informed on the matter, and I myself, have had talks with Mr. Wilson. Both of us feel that the opportunities for service in this regard are very great, particularly under the leadership that Doctor Wilson is giving the South. For reasons that we should be glad to discuss in detail when you are here, the officers are not ready to make a recommendation in this matter on this coming Thursday. Your letter, however, will be of use in the further discussion of the application, and we thank you very much for sending it.

Sincerely yours,

DAVID H. STEVENS

Doctor H.W. Chase
University of Illinois
Urbana, Illinois

DHS:HVR

Original to TA ✓ Ja.
JD ✓ JB
WWB ✓ WWB
AWA ✓ AWA

nc. 81.2

INTERVIEWS: Mr. L.R. Wilson, Librarian, University of North Carolina, Chapel Hill, North Carolina, with Mr. Arnett and Mr. Stevens on March 19, 1931.

Mr. Wilson reviewed the circumstances of the demand put opon his Library by the Graduate School and the new Library School, showing that the stopping of his plans was largely due to the cut in the State appropriations. Failure to give him funds to establish his work was not due to lack of interest or absence of a considered library program. At the moment the State Legislature is passing upon the plea of President Graham that the University appropriation be put back at $875,000 a year. At least the Legislators will give what was provided for the current budget - about $700,000, and will not make the 10% cut in salaries that was threatened a year ago. The University has made its case with the Legislature. The problem facing the special committee now is how to set up new tax machinery to give all State institutions protection.

Mr. Arnett pointed out that the quality of his application was unquestioned, as was the general usefulness of the University Library throughout the South. The reason for declining to act favorably at this time is, as stated before, a general doubt regarding the continued interest of the State in its University. The Boards both think it unwise to report favorably on requests for funds that would serve as temporary relief , for they wish normally to participate in a developing program with assured local support. The officers are reviewing the work done under previous appropriations, but beyond that are studying the probable future of the University in view of political conditions. No statement of a time of reconsideration was made to Mr. Wilson.

DAVID H. STEVENS

DHS:HVR

4/16/31 NC-81.2

UNIVERSITY OF NORTH CAROLINA

Shortly after the meeting of the General Education Board, held April 16, 1931, the officers decided that it would not be advisable to write a formal letter of declination to the authorities of the University of North Carolina in view of the financial situation at the University.

The above pertains to the request dated April 14, 1930, from President of the University for a grant of $30,000 for the purchase of bibliographical aids and source materials for research fundamental to needs of its departments of language, literature, and history.

W.W.B.

nC-81.2
9.B.

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

December 10, 1931

Mr. Jackson Davis
General Education Board
Grace-American Building
Richmond, Virginia

My dear Mr. Davis:

The University of Chicago is asking me to consider again the headship of their library school. I shall be going out in a few days to look the situation over. When I come back I should like very much to have a letter from you giving me your reaction to the matter. You have been looking at the development of the library in the South in the last few years and I should like to know what you think the possibilities of development are. In certain respects it seems to me that the preliminary steps have been taken in a number of important fields. Here at the University we have a good library collection growing up, the library school has been started, the University Press is under way, and we have been thinking in the terms of investigation as it applies to the library field.

The Chicago picture will be an entirely different one. There emphasis will be placed upon training teachers to teach in library schools and particularly to begin scientific investigation in the library field. Problems of administration, so far as city libraries are concerned, still have to be worked out. A good deal of study could be engaged in with regard to the library in the schools. The position affords the opportunity for leadership in new directions which library work must take within the next decade.

You people who have the opportunity of seeing the whole picture of America probably have ideas which would be of advantage to me at this particular moment. If you and Dr. Stevens care to make observations, I should be most happy to have them.

With many good wishes, I am

Sincerely,

Louis R. Wilson

nc-81.2

INTERVIEWS: Louis R. Wilson, Librarian
Jackson Davis
University of North Carolina
Chapel Hill, North Carolina, December 12, 1931

The Budget for the library the current year is as follows:

Books, journals, and bindings,	$32,000
Law School books, journals, and bindings,	$ 5,000
Total	$37,000
Staff and maintenance,	$55,795
This makes a total budget at State expense,	$92,795

In addition, the library school has a budget of about $18,000 which is carried by the appropriation of the Carnegie Corporation. The average budget for books for the library for the past 11 years has been $29,000, running from $23,000 to $37,000. In addition, the library usually receives a number of gifts each year. The expense of journals and binding included in the above is about $17,000.

Dr. Wilson stated that the University had great difficulty in maintaining its services unimpaired in the face of the necessity for a drastic reduction in State expenses. President Graham has handled the matter with great ability, and a budget of $721,000 a year for 2 years has been agreed upon, subject, however, to some revision by the Governor in case of extreme necessity.

Dr. Wilson discussed with me his invitation from the University of Chicago to head the library school. President Hutchins has talked with him about it and considerable pressure is being brought to bear upon him to consider the Chicago opportunity favorably. He is going to Chicago to look over the field before making his decision.

I gathered from my talk with Dr. Wilson that he would be happier to remain at the University of North Carolina provided he could have

encouragement enough to keep up a winning struggle. He is carrying a heavy schedule, being in charge of the University of North Carolina press, as well as librarian and Director of the Library School. He might be relieved of his duties to the press and devote his entire time to the library and the library school. No one has had a larger share in the awakening interest in library work in the South than Dr. Wilson. His aggressive leadership has inspired librarians, secured an adequate library at the University of North Carolina, and brought about the establishment of a library school which opened this fall with 35 students. This brings him to a point of great usefulness in this region. His leaving North Carolina would be a distinct loss to the library interests of the South.

Jackson Davis

JD:BF

Original to go to Files ✓
DHS ✓
WHS ✓

FORM G.E.B. 23

NC-81.2

INTERVIEWS: President Frank P. Graham of the University of North Carolina, Chapel Hill, N. C., With Messrs. Trevor Arnett and David H. Stevens; February 29, 1932

President Graham called without an appointment. He reported that since T. A. visited at the University of North Carolina, he had succeeded in raising $5,000 for the student fund, and that he was much encouraged about the prospect of reaching the goal set. He spoke further of the desire of the University to do what it could to keep up the morale of the institution as an offset against the 30% reduction in salaries which had been ordered, in addition to the 10% reduction previously made.

He would be glad if there was anything at the University in which the General Education Board could assist, consistent with its program. He spoke of the bibliography project presented by Dr. Wilson, and said that if the General Education Board could give some assistance in this direction, it would be most helpful to them. D.H.S. was present at the interview. He and T.A. told Dr. Graham that D.H.S. and certain others of the officers of the Board were planning to visit North Carolina this week, to discuss with Professor Odum the plans for the Regional Survey of the South, and that, while at the University, they would look into the library project and any other matters which might be of interest to the General Education Board and within its program. President Graham expressed his appreciation of this intention.

Trevor Arnett

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

March 8, 1932

D.H.S. MAR 9 1932 DH3 3/14/32
FILING DEPT. ✓

Dr. David H. Stevens
General Education Board
61 Broadway
New York City

Dear Dr. Stevens:

Absence from Chapel Hill has delayed me in sending you additional data with regard to the library within the past two years. I am enclosing it herewith.

The increase in circulation in the main library for 1930-31 over that for 1929-30 was approximately 12 per cent. Our sendings to the schools of the state by the Library Extension Division dropped, owing to the fact that curtailment in that department preceded curtailment in the University this year. With that exception our service was kept up throughout the entire library. You will notice that the number of books that we loaned other libraries in the form of inter-library loans was increased 303, and that there was very little difference between the number of volumes received by us and those loaned.

Under the head of finances you will find a line entitled "University appropriation, salaries (instruction)" which has been carried that way rather than in the appropriation for books, maintenance, salaries, etc., to differentiate the salaries of those on the library staff, including myself, the assistant librarian, and the head of the circulation department, who have a professorial standing in the faculty. It does not include the salaries of the staff of the regular members of the library school. The only funds in this statement which are taken from the Carnegie Corporation Fund for library school purposes are those for the purchase of library school books which, for convenience, have been included in the general account. You will notice that in the report for each year we have set up the Kenan Fund for Southern History, the income of which we use in financing the collection of materials throughout the South; in that respect it serves as a travel fund for Dr. Hamilton when he is in the field for us. The gift of $25,000 was made in 1930 about the time that our original request was sent to you.

The enrollment in the Graduate School has increased also from 674, when we sent in the original statement, to 788 for the summer of 1931 and the fall and winter quarters of 1931-32.

The staff of the library, during the present year, 1931-32, has not been cut in size except in the case of the Library Extension Department. The Extension budget had to be cut to such a point that some of the personnel had to be discontinued. The amount for wages in the library and the salaries of the staff have had to be reduced 10 per cent until March 1. What the cut is to be for the remainder of the year has not been decided by the administration, but it cannot be less than 10 per cent and it may be as much as 20 per cent.

The entire periodical list, including continuations of an annual nature, and their binding has been provided for, this representing an expenditure of approximately $17,000. Other books have been ordered to the amount of $4,000, and the income from several small endowment funds will yield another $1500.

Aid in the form of bibliographical apparatus would be of the greatest value to the entire University. Plans worked out for it have been thought of in terms of strengthening the foundation for advanced study in research in all of the major departments. I am sure, after your visit here, you fully understand the variety of ways in which such material would be of service to us.

It was a very great pleasure to see you and your colleagues last week, and I believe Odum and his group are getting under way.

With many good wishes, I am

Sincerely,

Louis R. Wilson

Librarian.

LRW/L

UC-81.2

March 14, 1932

Dear Mr. Wilson:

Thank you for sending under date of March 8 a brief review of library operations. Can you give me further light as to the included items in your total of 3,448 periodicals received during 1930-31? Perhaps I am not justified in supposing this to be above the total of serial publications on your regular list, but I should like to have your comment.

I am returning through you copies of memoranda handed me by President Graham. At the time I was uncertain as to whether or not our files contained this memoranda. I find now that they do, and believe that you may be looking for President Graham's copies to return to your own files.

Sincerely yours,

DAVID H. STEVENS

Mr. Louis R. Wilson, Librarian
University of North Carolina
Chapel Hill, North Carolina

DHS:HVR
Enc.

NC-81.2

University of North Carolina Library

Statistics

Sent by R R Wilson 3/8/32

	1929-30	1930-31
Number volumes added	12,303	11,311
Number periodicals received	3,186	3,448
Books loaned at desk in main library	110,832	124,321
Books loaned in Reserve room	80,873	85,032
Books loaned in Education library	57,547	66,627
Books loaned in Geology library	20,021	21,816
Books loaned in Commerce library	25,000	28,489
Total circulation	269,273	326,285
Library Extension		
Books and pamphlets mailed to women's clubs	18,402	20,334
Books and pamphlets mailed to schools	24,644	26,304
Letters to women's clubs	8,856	12,184
Letters to schools	13,239	10,286
Volumes borrowed from other libraries	669	673
Volumes loaned other libraries	346	643

Finances
1929-30

Receipts	
University appropriation,books,maintenance,salaries	$76,082.82
University appropriation, salaries (instruction)	12,366.66
Miscellaneous receipts (fines &c.)	1,862.26
Gifts	24,442.25
Total	114,752.99
Disbursements	
Books, department periodicals,bindings	23,098.08
Periodicals for the general library	2,022.58
Binding for the general library	2,371.85
Building equipment replacements	586.11
Express and freight	47.91
Postage	508.66
Printing	778.85
Repairs	81.06
Supplies	2,516.53
Telephone and telegraph	444.98
Travel	148.33
Salaries	47,854.95
Wages	9,800.40
Miscellaneous	51.45
Hanes Foundation	23,058.02
Carnegie Library School fund	1,384.23
Total	114,752.99

Finances, 1929-30 (cont.)

Southern Historical Fund	
Mrs. Graham Kenan Trust Fund	$25,000.00
Income from Kenan fund	661.54
Cash balance July 1929	402.17
Burton Craig gift	250.00
	1,313.71
Field expenses	968.35
Cash balance June 1930	345.36
School of Commerce (Book fee fund)	
Books	1,414.41
Periodicals and services	384.00
	1,798.41
Total Expenditures	117,519.75

Finances
1930-31

Receipts	
University appropriation, books, maintenance, salaries	72,614.29
University appropriation, salaries (instruction)	12,566.66
Miscellaneous receipts (fines, etc.)	1,996.15
Gifts	9,426.48
Total	96,603.58
Disbursements	
Books, department periodicals and bindings	23,144.75
Periodicals for the general library	2,077.97
Binding for the general library	1,752.35
Building equipment	165.92
Postage	521.56
Printing	687.30
Repairs	109.47
Supplies	2,184.52
Telephone and telegraph	463.29
Travel	147.61
Salaries	46,025.22
Wages	9,897.14
A.B.Andrews Fund	20.00
Baskerville Memorial Fund	12.81
Carnegie Corporation Fund	1,452.80
William R. Davie Fund	409.00
Faison Fund	18.31
Hanes Foundation	6,661.94
Library Incunabula Fund	50.00
Library Publications Fund	94.94
North Caroliniana Fund	659.76
Katharine Morris Shipley Fund	46.92
Total	96,603.58

Southern Historical Fund	
Mrs. Graham Kenan Trust Fund	$25,000.00
Interest income	1,001.08
Cash balance, July 1, 1930	345.36
	1,346.44
	1,785.36
Field expenses	438.92
Deficit to 1931-32	1,346.44
School of Commerce (Book fee fund)	
Books	1,270.96
Periodicals and services	487.53
	1,758.49
Total expenditures	99,708.51

Graduate School

Enrollment in summer school, 1931, and fall and winter quarters, 1931-32	788

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

March 17, 1932

	D.H.S.	MAR 19 1932		3/21/32
		FILING DEPT.	✓	

Dr. David H. Stevens
General Education Board
61 Broadway
New York City

My dear Dr. Stevens:

In answer to your letter of March 14 in which you raise the question with regard to the total number of periodicals received by the library being high, please let me state the situation in the following way.

I have used the term "periodical" to cover not only the journals which we subscribe for regularly, but also the very extensive exchanges which we receive for the various publications of the University: namely, Studies in Philology, Social Forces, the Sprunt Historical Publications, the Journal of the Elisha Mitchell Scientific Society, the High School Journal, the North Carolina Law Review, the Extension Bulletin, and the University News Letter. I am indicating on the accompanying sheets the character of these exchanges by means of samplings from the various lists.

An analysis of the total number, 3,448, shows that 1,165 represent regular subscriptions, 2,088 exchanges, and 195 gifts. The exchanges include the transactions and proceedings of scientific and learned societies, and the publications of American and foreign universities. Among the gifts are included important serial publications by the United States and North Carolina governments, and other state and national governments. The total does not include many of the newspapers and incidental publications which are received by the main library or the departmental libraries.

You will note that several of our publications have been in existence since 1884 and 1900, and that we have given quite a bit of consideration to the importance of exchanges, the holdings of the library in the field of scientific societies being, I think, quite unusual, as many of the files of publications like the Journal of the Franklin Institute, the publications of the Field Museum are unbroken for many years.

With many good wishes, I am
Sincerely,

Louis R. Wilson

NC-81.2

March 21, 1932

Dear Mr. Wilson:

I am obliged to you for sending the full statement of periodical and serial lists of the University of North Carolina. This is in more detail than was necessary, but shows how well supplied you are with a variety of annual publications.

Sincerely yours,

DAVID H. STEVENS

Mr. Louis R. Wilson, Librarian
University of North Carolina
Chapel Hill, North Carolina

DHS:HVR

NC-81.2

Samples of Exchanges Received by The Library
of the University of North Carolina

Sent by L. R. Wilson
2/17/32

I. For The Journal of the Elisha Mitchell Scientific Society

American journal of botany
American museum of natural history-Publications
Arkiv för zoologi
Arnold arboretum - Bulletin and journal
Boston society of natural history-Papers and proceedings
California.University-Publications in botany and zoology
Chile. Universidad.-Anales
Connecticut acad. of arts and sciences-Transactions
Duke university-Ecological monographs
Field museum of natural history-Publications
Franklin institute-Journal
Gesellschaft naturforschender freunde, Berlin-Zitzungsberichte
Hispanic American historical review
Institut d'Egypte-Bulletin
Journal of hygiene
Missouri botanical garden-Annals
Recueil des travaux botaniques néerlandais
Royal Irish academy-Proceedings
Royal society of Canada-Proceedings and transactions
Royal society of Edinburgh-Proceedings
Royal society of London-Proceedings, Series B
Saint Louis academy of science-Transactions
Société des sciences historique et naturelles de l'Youne-Bulletin
Société Liuneenne du Nord de la France-Bulletin
Zeitschrift für pilzkunde
Zoologische museum (Berlin)-Mitteilungen

II. For Studies in Philology

Aevum
American speech
Anglia & Beiblatt
Archiv für des studium der neuren sprachen
Athenaeum, studii periodici di lett.
Englische studien
English journal
English studies (Amsterdam)
Humanitas, la nouv. revue des humanités
John Rylands library-Bulletin
Journal of English and Germanic philology
Modern language notes
Modern language review
Modern language association-Publications
Review of English studies
Revista de filologia espanola
Revue Anglo-Americaine
Revue critique
Revue des etudes anciennes
Sewanee review
Southwest review
Yale review

III. For Social Forces

American journal of sociology
American political science review
City manager magazine
Crisis
Family
Journal of abnormal and social psychology
Journal of social hygiene
Quarterly journal of economics
Journal of comparative psychology
Journal of national education association
Rural America
Nation's health
A number of foreign journals

IV. For Sprunt Historical Publications

American antiquarian society-Proceedings
American Catholic historical society of Philadelphia-Records
Canadian historical review
Catholic historical review
Filson club historical quarterly
Georgia historical quarterly
Huguenot society of South Carolina-Transactions
Illinois. State historical society-Journal
Minnesota history
New England historical and genealogical register
North Dakota historical quarterly
Mid America
Maryland historical magazine
Missouri historical review
New York state historical association-Quarterly journal
South Carolina historical and genealogical magazine
Washington historical quarterly
Wisconsin magazine of history

V. For North Carolina Law Review

American bar association journal
American federationist
American law school review
Bombay law journal
California law review
Columbia law review
Harvard law review
Illinois law quarterly
Michigan law review
New York law review
Scottish law review
Solicitor's journal (London)
Journal of criminal law and criminology
Journal of land and public utility economics
Madras law journal
Indiana law journal
Georgetown law journal

Dakota law review
Criminal law journal of India
Calcutta law journal
Law and labor
Law journal (English)
Law notes
Lawyer and banker
Legal aid review
Legal intelligencer
Commercial law league journal
Connecticut bar journal
Cornell law quarterly

VI. For the High School Journal

Educational outlook
Illinois. University.Bureau of educational research-Bulletin
Illinois teacher
Montana education
Nebraska educational journal
North Dakota teacher
Oregon education journal
Massachusetts teacher
Education (Boston)
Educational record
Georgia education journal
High school quarterly (Georgia)
Louisiana teachers association-Journal
Kentucky high school quarterly
National Catholic education association-Bulletin
New York state education

VII. For Extension Bulletin

A. Library publications

New York libraries
Illinois libraries
Michigan state library bulletin
Wisconsin library bulletin
Minnesota library notes and news
News notes of California libraries
New York public library-Bulletin
Boston public library-More books
Chicago public library-Book bulletin
Cleveland public library-Open shelf

B. Art publications

Chicago art institute-Bulletin
Pennsylvania museum-Bulletin
Art center-Bulletin
Boston museum of fine arts-Bulletin
Cleveland museum of art-Bulletin
Metropolitan museum of art-Bulletin
Detroit institute of arts-Bulletin
Indianapolis art association-Bulletin

VIII. For the Record (U.N.C. official series)

A. Studies from other universities

California chronicle
Colorado university studies
Letters (University of Kentucky)
Illinois University. Studies in language and literature
Illinois University. Studies in the social sciences
Indiana university studies
Iowa university. Studies in child welfare
McGill university.Publications (Art and architecture and other series)
Michigan business studies
New Mexico quarterly
New scholastician

B. Official series

Columbia university-Bulletin
Dartmouth college-Bulletin
Denver university-Bulletin
Emory university-Bulletin
Florida university-Record
Harvard university-Official register
Illinois university-Bulletin
Johns Hopkins university-Circular
Michigan university-Bulletin

IX. For the News Letter (not included in total)

A. Dailies for clipping

News and Observer
Asheville Citizen
Charlotte Observer
Wilmington Star
All except two in the state

B. Weeklies for clipping

Nearly all in North Carolina

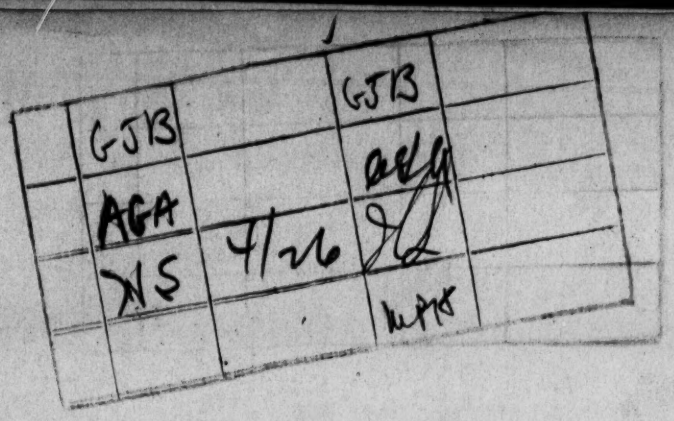
X. Gifts

A. National government

Pan American Union-Bulletin
U.S.Commerce department-Survey of current business
U.S.Education office-Bulletin
U.S.Labor bureau-Monthly labor review
U.S.Geological survey-Bulletin
U.S.Labor statistics bureau-Bulletin
U.S.Public Health bulletin

B. State government

N.C.historical review
N.C.library commission-Bulletin
N.C.health board bulletin
N.C.agriculture and industry
N.C.state school facts
Alabama geological survey-Bulletin
Connecticut state geological and natural history survey-
Bulletin
Minnesota geological survey-Bulletin
Wisconsin geological and natural history survey-Bulletin



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April 23, 1932

My dear President Graham:

At the meeting of the General Education Board held April 14, 1932, the officers presented and informal request, submitted in your behalf by Doctor L.R. Wilson, Librarian, for a contribution of $30,000 to be used in securing basic bibliographical collections for the library of the University of North Carolina.

I desire formally to notify you that the executive officers were authorized in their discretion to commit the Board to an appropriation to the University of North Carolina of $30,000, or so much thereof as may be needed, for the purpose mentioned.

Upon receiving word that you are prepared to proceed with this undertaking, the officers will arrange with the Auditor for releasing the whole or part of the sum authorized. It will be understood that any sums not called for by January 1, 1934, will be allowed to lapse.

Very truly yours,

W. W. BRIERLEY.

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

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May 2, 1932.

President Trevor Arnett
General Education Board
61 Broadway
New York City

My dear President Arnett:

The letter from Secretary Brierley, informing us that the General Education Board had made an appropriation of $30,000 to the University of North Carolina for the purpose of securing basic bibliographical collections for the library of this University, has already been acknowledged by Mr. R. B. House, Executive Secretary of the University of North Carolina. This appropriation has brought financial, intellectual, and spiritual reenforcements into the life of this University in this hour of its greatest need, when the stakes are the very life and quality of the institution, itself. Despite the second salary cut, effective Saturday, there is a lifting of heads all over the campus. There will be a carry-over from this appropriation into not only the present intellectual morale of this institution but also into the cultural and spiritual life of the whole South for all generations to come.

I have just had a conference with Dr. L. R. Wilson, the University librarian, and we are to proceed immediately with this undertaking. On his behalf, personally, and on behalf of the University of North Carolina, I wish to express to you and those associated with you, and through you to the General Education Board, our deep appreciation of this most fundamental help in a most critical time. We trust that this University will prove worthy of the responsibility and opportunities which have come to her with this appropriation from the General Education Board.

With highest regards,

Faithfully and gratefully yours,

Frank P. Graham

Frank P. Graham
President.

FPG-h

May 7, 1932.

My dear President Graham:-

I am glad to learn from your letter of May 2nd that the appropriation of $20,000 made by the General Education Board to the University of North Carolina for bibliographical material has had such a beneficial effect upon the personnel of the University and has such promise of usefulness to the institution. I am sure the officers and members of the Board were glad to assist the University in this respect.

With cordial regards and best wishes,

I am

Sincerely yours,

Trevor Arnett

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

TA/CMC

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
LOUIS R. WILSON, LIBRARIAN

May 9, 1932

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Mr. Trevor Arnett
General Education Board
61 Broadway
New York City

My dear Mr. Arnett:

In Atlanta, at the dedication of the new library, I told you of my very great appreciation of the gift which the General Education Board has made to the library of the University of North Carolina for bibliographical apparatus. Now that I am back home, I wish to tell you of the very great stimulation which the gift has produced in the faculty of the University. It is hailed on every hand as something that will be tremendously useful to us and to scholars in all of this section.

I thought the dedicatory exercises in Atlanta were very impressive, and I am sure that the library itself will be a joy to those who have the privilege of working in it.

With many good wishes, I am

Sincerely,

L R Wilson

Librarian.

NC-81.2

May 12, 1932.

My dear Mr. Wilson:-

I have your note of May 9th. It was indeed a pleasure to see you in Atlanta at the Dedication of the new Library. That was a splendid occasion. I am also glad to hear of the appreciation which the gift of the General Education Board for library material at the University of North Carolina evoked. We certainly hope that this grant will be found stimulating and useful. I am sure it was a pleasure to the Board to make the gift.

Cordially yours,

Trevor Arnett

Mr. Louis R. Wilson, Librarian,
The University of North Carolina,
Chapel Hill, N.C.

TA/CMC

JAN 16 1934

JC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
ROBERT B. DOWNS, LIBRARIAN

January 3, 1934

	bm	JAN-5 '34	JM	1/5/34
	DHS		DR	
	WwB	OCT 22 34	[illegible]	
	TA	OCT 25 34	J.a.	

Mr. John Marshall
General Education Board
49 West 49th Street
New York City

Dear Mr. Marshall:

Enclosed is a portion of the annual report of the librarian to the President of the University of North Carolina which summarizes the use and value of the General Education Board grant for bibliographical aids. Also I am sending you a financial report showing the division of the fund by classes of material and by departments. If there is any further information you require, I shall be glad to supply it.

I was in New York last week and hoped to see you, but the one time I was able to visit your office you were away.

Sincerely yours,

R. B. Downs

Librarian.

JAN 16 1934

NC-81.2

Bibliographical Aids Fund

The outstanding growth of the library during the past year has been in the bibliographical field. The grant of $30,000 in 1931 from the General Education Board has enabled the library to acquire by far the most complete and valuable bibliographical collection in the South and one of the best in the country. During the past year, in administering the Fund, the librarian has had the benefit of assistance from a faculty committee composed of men familiar with the aims and needs of the University. Their advice and coöperation have been invaluable. As the work draws to a close and only a small balance remains to be spent, a summary of accomplishments is in order.

1. Printed library cards were secured from the John Crerar Library, Harvard University and the University of Chicago and added to the Library of Congress depository catalog. The filing of these cards, as well as a considerable number from the Library of Congress, has been completed, except for some revision.

2. Printed book catalogs of notable libraries of the world were added to the collection. Among these were the British Museum, Bibliotheque Nationale, Gesamtkatalog der Preussischen Bibliotheken, John Rylands, Oxford University, Aberdeen University, and Bibliotheca Lindesiana.

3. National bibliographies acquired included these outstanding titles: Vicaire's Manuel de l'Amateur de Livres, 8 volumes; Bibliofilos Espanoles, 57 volumes; Pagliaini's Catalogo Generale della Libreria Italiana, 10 volumes; Querard's La France Litteraire and La Litterature Française contemporaine, 18 volumes: Other countries covered were Canada, Australia,

Belgium, Denmark, Iceland, Norway, Portugal, Poland, Hungary, Czecho-Slovakia, and the Latin American nations.

4. The field of periodical indexes, abstracts, and critical bibliographical journals is represented by: Bibliographie der Deutschen Zeitschriftenliteratur, 89 volumes; Palmer's Index to the London Times, 1791 to date, 568 volumes; Bibliographischer Monatsbericht, 36 volumes; Subject Index to Periodicals, 13 volumes; and Review of Reviews Index to the Periodical Literature of the World, 13 volumes.

5. Subject bibliographies were obtained in practically every field of knowledge. Among the notable acquisitions are: International Catalogue of Scientific Literature, 263 volumes; Index Kewensis and Index Londinensis; British Museum, Catalogue of the Natural History Library, 6 volumes; Bibliotheque Nationale, Catalogue de l'Histoire de France, 12 volumes; Wise's Catalogue of the Ashley Library, 10 volumes.

6. A certain portion of the grant was set aside for monumental sets, but because of the nature of the gift, such collections were not given first consideration. A few of the important works secured which fall into this classification are: Chronicles and Memorials of Great Britain, 223 volumes; Hansard's Parliamentary Debates, 350 volumes; Bronn's Klassen und Ordnungen des Thier-Reichs, 36 volumes; Recuiels des Historiens des Gaules et de la France, 24 volumes; Colleccion de Documentos Ineditos, Para la Historia de Espana, 120 volumes; Annual of the British School at Athens, 32 volumes; Encyklopädie der Mathematischen Wissenschaften, 22 volumes; Publications of the Surtees Society, 147 volumes; Revolution française, 61 volumes; English Statutes and Magna Charta, 161 volumes; Teatro espanol, 12,000 plays.

It would be difficult to over-estimate the stimulus and encouragement the Bibliographical Aids Fund has given to advanced study in the University. Various departments have reported that they are undertaking research problems which would not have been practical without this equipment. Our next aim should be to round out the collection by adding other monumental sets of source materials similar to those listed in the last group above. Graduate study in the University of North Carolina is definitely handicapped by the lack of such titles as the following: Acta Sanctorum, 63 volumes; Alcuin Club, Publications, 57 volumes; Collection de documentos ineditos relativos al descubrimiento, conquista y colonizacion de las posesiones espanoles en America y Oceanica, 67 volumes; English historical society, Chronicles, etc., 29 volumes; Great Britain, Foreign Office, British and foreign state papers, 120 volumes; Hakluyt society, Voyages and travels, 168 volumes; Migne, J.P., Patrologie cursus completos, 387 volumes; Monumenta Germaniae historica, 120 volumes; Roxburghe club publications, 187 volumes; Royal society, Philosophical transactions, 443 volumes; Sette of odd volumes, 211 volumes; Victoria history of the counties of England, 89 volumes; Southern states session laws.

Excerpt from Report of the Librarian of the University of North Carolina for the fiscal year June 30, 1932, to July 1, 1933.

JAN 16 1934

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BIBLIOGRAPHICAL AIDS FUND

Final Summary

December 19, 1933

Expenditures by Material

Cards of notable libraries	$ 3,627.85
Labor in filing cards	3,404.73
Filing equipment	747.16
Library catalogs	1,846.32
National bibliographies, encyclopedias, biographical dictionaries	3,301.38
Periodical indexes, abstracts, bibliographical journals	6,996.16
Subject bibliographies	2,951.61
Monumental collections of source material	7,124.79
	30,000.00

Expenditures by Departments

Archaeology	$160.66
Archaeology & History	763.60
Botany	350.00
Chemistry	1,016.89
Economics & Commerce	93.78
Education	64.52
Engineering	38.90
English	952.44
English & History	1,048.56
English, History, Romance	631.96
Geology	70.90
History	1,070.39
History & Latin	382.48
History & Romance	1,459.38
Latin	126.79
Law	1,065.76
Mathematics	399.29
Pharmacy	139.42
Philosophy	19.55
Physics	58.67
Psychology	4.75
Romance, French	585.98
Romance, Spanish	1,121.77
Sociology	37.40
Zoology	590.39
	$12,254.23

Noted

Summary

Cards, filing labor, cases	7,779.74
Books and periodicals for departments	12,254.23
" " " " main library	9,966.03
	$30,000.00

JAN 16 1934

THS	JMS	
WNB	HWB	

3C-81.2

January 5, 1934

Dear Mr. Downs:

Let me acknowledge with thanks your letter of January 5 with the enclosed excerpt from the report of the librarian for the present fiscal year, which serves very well to round out our file of information on the value of the Board grant for bibliographical aids. I am also interested in the analysis of expenditures which gives further insight into the use of the fund.

I am sorry not to have seen you when you were in New York last week. If you are in town again I shall hope for better luck.

Yours sincerely,

JOHN MARSHALL

Mr. R.B. Downs, Librarian
University of North Carolina
Chapel Hill, North Carolina

JM:HR

FEB 17 1942

NC-81.2

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

July 15, 1941

JD | JUL 16 '41 | FD | 7/21

Mr. Jackson Davis
General Education Board
49 W. 49th. St.
New York City

My dear Jackson Davis:

Sometime when you are down this way, or the next time I am up that way, there is a matter which I would like to talk over with you and have your opinion about.

As you know, Dr. L. R. Wilson retires as Dean of the Graduate School of the Library Science School at the University of Chicago at the end of the University year 1941-42. I have long planned to have him back here in our own Library School. He is good for a half dozen years yet. I am hoping that you may have some ideas about this matter to help us make it possible. It would be a great thing for library training in the South to have him in this excellent school here. You will, of course, keep this under your hat where hundreds of other things are so well kept.

With appreciation and kindest regards, I am

Sincerely yours,

Frank P. Graham

Frank P. Graham
President

FEB 17 1942

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July 21, 1941

Dear Frank Graham:

I have yours of the 15th. I recall the talk we had about Dean Wilson sometime ago, and I am pleased that you are keeping the matter in your mind with the hope of bringing him back in some capacity to Chapel Hill. We shall be pleased to talk to you further about it.

With all good wishes,

Cordially yours,

JACKSON DAVIS

President Frank P. Graham
The University of North Carolina
Chapel Hill, North Carolina

JD:sms

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ARM	OCT 19 '43	JD
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INTERVIEWS: JD

October 14, 1943
Chapel Hill, N. C.

L. R. Wilson
University of North Carolina

Re: Library

Having retired from the University of Chicago, LRW is back at his home in Chapel Hill. He is giving part time to the Library School. He has a rather full teaching program in the spring. He would be very eager to travel through the South and to confer with librarians in libraries with which he had dealings 10 or 15 years ago. He also has certain studies he would like to make. JD indicated that he felt that his best contribution would consist in personal conferences with the Southern librarians making available the results of his wide experience and observations, and his wise understanding of the various stages of development of library service in the Southern states.

LRW is most appreciative of the accomplishments in the school library field, and he recognizes a very fine progress in a number of the universities and colleges which have been stimulated by Board aid. He left the attached papers - (1) a memorandum concerning a study of the library movement in the Southeast and (2) an outline of his course in the Library School at the University of North Carolina.

LRW remarked that he thought the work at North Carolina was a little too bookish and would profit by better contacts with field work which he hopes to arrange.

JACKSON DAVIS

JD

JD:IS

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THE UNIVERSITY OF NORTH CAROLINA

SCHOOL OF LIBRARY SCIENCE

COURSE 133 - INTRODUCTION TO LIBRARY WORK

THE LIBRARY IN THE SOCIAL ORDER

I. The Nature of Social Institutions

II. Social Forces Which Brought the Library into Being

III. Social Forces Which Affect Libraries

- A. The Relation of Population to Libraries
- B. The Relation of Geography to Libraries
- C. The Relation of Education to Libraries
- D. The Relation of Invention and Discovery to Libraries
- E. The Relation of Government to Libraries
- F. The Relation of Economic Status to Libraries

IV. The Library and the Community

V. The Purposes or Objectives of Libraries

- A. The Public Library
- B. The School Library
- C. The College Library
- D. The University Library

VI. The Library and Adult Education

VII. The Effect of the Depression on the Public Library

VIII. The Effect of the War on the Public Library

IX. Libraries and the Future

X. Education for Librarianship

I. The Nature of Social Institutions

H. V. Ballard, Social Institutions. 1936.

Chapter I. Social Institutions: The Species
Chapter XII. The Public Library

H. E. Barnes, Social Institutions. 1942.

Preface
Chapter I. The Foundations of Social Institutions
Chapter II. A Panorama of Social Institutions
Chapter III. Cultural Lag and the Crisis in Institutional Life

II. Social Forces which Brought the Public Library into Being

A. K. Borden, The Sociological Beginning of the Library Movement, Library Quarterly, 1: 278-282

C. B. Joeckel, The Government of the American Public Library. 1935.

Chapter I. Backgrounds of the Modern Public Library

Gwladys Spencer, The Chicago Public Library: Origins and Backgrounds. 1942.

Chapter XIV. A Library Emerges: Dual Origin and Multiple Factors.

J. H. Wellard, Book Selection. 1937.

Pp. 71-82

L. R. Wilson, The Geography of Reading. 1938.

Chapter XV. Other Causal Factors

III. Social Forces which Affect Libraries

A. The Relation of Population to Libraries

W. F. Ogburn, Recent Social Trends -- Their Implications for Libraries (In Library Trends)

National Resources Planning Board, The Problems of Changing Population. 1938.

III. Trends in Population Redistribution

Recent Social Trends in the U. S. 1933.

Chapter I. Population of the Nation
Chapter IX. The Rise of the Metropolitan Community

L. R. Wilson, Introduction (In Library Trends)

B. The Relation of Geography to Libraries

J. R. Smith, North America. 1925.

Chapter I. The Geographic Environment
Chapter II. The Continent of Opportunity and Its Closing Door

R. B. Vance, Human Geography of the South. 1932.

Chapter I. The Concept of the Region

L. R. Wilson, The Geography of Reading. 1938.

Chapter XIII. Aspects of Geography and Population

C. The Relation of Education to Libraries

W. S. Gray, Social and Educational Changes Affecting the Library (In The Library in General Education. Chapter I.)

C. H. Judd, Education (In Library Trends)

Recent Social Trends in the U. S. 1933.

Chapter VII. Education

L. R. Wilson, The Geography of Reading. 1938.

Chapter XI. Public Schools

D. The Relation of Invention and Discovery to Libraries

Marguerite Kirk and Others, Other Aids to Learning (In The Library in General Education. Chapter XI.)

G. D. McDonald, Educational Motion Pictures and Libraries. 1942.

Chapter I. The Educational Responsibility of the Library
Chapter II. The Educational Film
Chapter III. Films and the Public Library
Chapter IV. Films in Adult Education
Chapter V. Films in the School Library
Chapter VI. Films in the College and University Library

Recent Social Trends in the U. S. 1933.

Chapter III. Influence of Invention and Discovery

L. R. Wilson, The Geography of Reading. 1938.

Chapter IX. Magazines and Newspapers
Chapter X. Communication Facilities

E. The Relation of Economic Status to Libraries

Newton Edwards, Equal Educational Opportunity for Youth. 1939

Chapter IV. Differentials in Cultural Resources and Economic Capacity
Chapter V. Distribution of Child Population in Relation to Income
Chapter VI. Economic Resources and the Educational Task in Rural Problem Areas
Chapter VII. Relative Ability of the Farm and Nonfarm Population to Support Education

L. R. Wilson, The Geography of Reading. 1938.

Chapter XIV. Economic Ability

F. The Relation of Government to Libraries

W. C. Jackson, The Extension of the State's Responsibility for Service of Government Which has Heretofore Been Considered Local. Library Extension News. No.15. May, 1933.

C. B. Joeckel, The Government of the American Public Library. 1935.

Chapter IX. Larger Units of Library Service: Statement of the Problem

Merriam, Parrott, and Lepawsky, The Government of the Metropolitan Area of Chicago. 1933.

IV. The Library and the Community

Joeckel and Carnovsky, A Metropolitan Library in Action. 1940.

Chapter I. Chicago: The City and Its People

E. W. McDairmid, The Library Survey. 1940.

Chapter II. The Community Backgrounds for Library Service
Chapter VIII. Surveying the Community for Potential Library Use

L. R. Wilson and Others, A Survey of the University of Florida Library. 1940.

Chapter I. History and Background

V. The Purposes or Objectives of Libraries

A. The Public Library

A.L.A. Committee on Post-war Planning, Post-war Standards for Public Libraries. 1943.

Chapter II. Public Library Objectives

A.L.A. Planning Committee, A National Plan for Libraries
A.L.A. Bulletin, 33: 137.

B. The School Library

Mary Peacock Douglas, Post-war Standards for School Libraries (Mimeographed).

Lucile Fargo, The Library in the School. 1936.

Chapter II. Backgrounds and Objectives

Gardner and Baisden, Administering Library Service in the Elementary School. 1942.

Chapter II. The Function of the Library in the Modern Elementary School.
Chapter III. Organization and Administration of the School Library

Frances Henne, The Evaluation of School Libraries (In The Library in General Education, especially Chapter XVI, Section V.)

L. R. Wilson, Introduction (In The Library in General Education, especially Section V.)

The College Library

Harvie Branscomb, Teaching with Books [illegible]

Chapter IV. Teaching with Books

B. Lamar Johnson, Library Service at the Junior College Level (In The Library in General Education, Chapter II.)

B. Lamar Johnson, Vitalizing a College Library. 1939.

Chapter I. Inception of the Program
Chapter II. The Library and Instruction
Chapter III. Instruction in the Use of Books
Chapter IV. Pleasure Reading
Chapter V. Broad Concept of Library Material

Randall and Goodrich, Principles of Library Administration. 1941.

Introduction
Chapter I. The Aims of the College and the Function of the Library.

L. R. Wilson, The Use of the Library in Instruction (In J. D. Russell, New Frontiers in Collegiate Instruction. 1941. Chapter X.)

D. The University Library

J. P. Danton, University Librarianship - Notes on its Philosophy. College and Research Libraries. 2: 195.

Abraham Flexner, Universities. American. English. German. 1930.

Chapter II. American Universities

Norman Foerster, The American State University: Its Relation to Democracy. 1937.

Chapter I. The Political Basis
Chapter II. The Humanitarian Impulse

Wilson and Tauber, University Library Administration. (Manuscript)

Chapter I. The Functions of a University Library
Chapter VIII. The Teaching Function

VI. Libraries and Adult Education

Lyman Bryson, Adult Education. 1936.

Chapter III. Functions of Adult Education

Alvin Johnson, The Public Library - A People's University. 1938.

What is Adult Education in Library Service
General Library Service as Adult Education
New Leads for Libraries
The Public Library in a Democracy
A People's University

L. R. Wilson, The Role of the Library in Adult Education. 1937.

Introduction

_____, Library Promise and Performance. Journal of the American Association of Adult Education. 10: 128-132.

_____, Library Readjustment for Effective Adult Education. Michigan Librarian. Dec. 1939.

VII. The Effect of the Depression on Libraries

Brunner and Lorge, Rural Trends in Depression Years. 1937.

Chapter IX. Adult Education: All Other Agencies

Dwight Sanderson, Research Memorandum on Rural Life in the Depression. 1937.

Chapter VI. Effects of the Depression on Rural Institutions
Chapter VII. Effects of the Depression on Rural Services

Statistics of College and University Libraries. 1912-42.

Douglas Waples, People and Print. 1937.

Chapter III. Publications

VIII. The Effect of the War on Libraries

H. L. Butler, Wartime Changes in the School Library
A.L.A. Bulletin, 37: 116.

_____, Adapting the School Library to Wartime
A.L.A. Bulletin, 37: 159

Mrs. E. M. Danton, Public Library War Information Centers
A.L.A. Bulletin, 36: 500.

_____, Victory Begins at Home, A.L.A. Bulletin, 36: 535.

_____, The Library Orients the Citizen
A.L.A. Bulletin, 36: 598.

Mrs. E. S. Little, War Activities of College and Research Libraries, College and Research Libraries, 4: 179.

L. R. Wilson, Memorandum on Libraries After the War, Part I.

IX. Libraries and the Future

John Chancellor, The Diffusion of Knowledge: A Memorandum
A.L.A. Bulletin, 36: 555.

F. P. Keppel, Looking Forward, a Fantasy. (In The Library of Tomorrow. Chapter I.)

L. R. Wilson, Memorandum on Libraries After the War. Part II.

_____, The Next Fifty Years. Library Journal, 61: 255.

X. Education for Librarianship

A.L.A. Board of Education for Librarianship, The Board of Education for Librarianship. A.L.A. Bulletin, 33: 610.

A.L.A. Board on Salaries, Staff and Tenure
Classification and Pay Plans for Municipal Public Libraries. 1939.
Classification and Pay Plans for Institutions of Higher Education. 1943.

Helen A. Ganzer, [The Preparation of] Teacher Librarians. (In The Library in General Education. Chapter XV.)

Graduate Library School of the University of Chicago
Catalogue 1942-43. Announcements 1943-44.

Louis Shores, [The Preparation of] School Librarians. (In The Library in General Education. Chapter XV.)

L. R. Wilson, Memorandum on Libraries After the War. Part II.

Wilson and Tauber, University Library Administration. (Manuscript)

Chapter IX. Personnel

MEMORANDUM CONCERNING A STUDY OF THE LIBRARY MOVEMENT IN THE SOUTHEAST.

It is proposed that a study be made of the library movement in the Southeast from the beginning of the public library movement in Atlanta in 1895 to the present. The study would relate the movement to the educational development of the region and contrast the status of libraries in the region with that of other regions.

Specific chapters in the study would include the following:

I. General Background to 1910

A. Geography
B. Population
C. Wealth
D. Education
E. Government
F. Attitudes

II. Related Movements to 1910

A. Emphasis on Education - Peabody Fund, Conference for Education in the South, Southern Educational Board, Notable Leaders, etc.
B. Sanitation and Health
C. Education of Women
D. Development of Secondary Schools
E. Educational Associations
F. Women's Club
G. Philanthropy

III. The Public Library Movement

A. Pre-Public - Atlanta, New Orleans, Memphis, Louisville, etc.
B. The Atlanta Conference of Women Librarians, 1895
C. Early Public - New Orleans, Durham, Atlanta, Louisville, Nashville, etc.
D. American Library Association Conference at Atlanta (1899) and Asheville, (1907)
E. County Libraries
F. Regional Libraries
G. State Aid for Public Libraries

IV. The Establishment of Library Associations, Library Commissions, and the Enactment of Library Legislation

A. State Library Associations - Georgia, North Carolina, Tennessee, etc.
B. State Library Commissions - Georgia, North Carolina, Louisiana, etc.
C. Legislation - Public Libraries, State Aid, Certification

V. Regional Conferences and Citizen's Library Movements.

A. The Southeastern Library Association, 1920 to date
B. Chapel Hill Conferences, 1929 and 1935
C. Clemson Conference, 1934
D. Conferences on (a) Library Extension and (b) Education for Librarianship, 1935
E. Citizen's Library Movements (a) N. C., 1927, (b) Other States

VI. Planning, Surveys, Federal Aid, and W. P. A.

A. Planning Concerning Libraries in the Southeast - Summary of Plans for the Individual States
B. Surveys - Virginia, North Carolina, Tennessee, Louisiana, Florida, South Carolina
C. Regional Surveys by Odum, Wilson and Wight, and Barker
D. Surveys concerning Service to Negroes
E. Federal Aid
F. W.P.A. and N.Y.A.

VII. Library Demonstrations

A. Louisiana Library Commission
B. Rosenwald Fund County Libraries
C. Tennessee Valley Authority Library Program.

VIII. School Libraries

A. $50.00 Libraries, 1900-1915
B. Service to High School Debaters
C. Development of School Library Standards
D. Development of Training Agencies for School and Teacher-Librarians
E. Appointment of School Library Supervisors
F. Adoption of Library Regulations by State Departments of Education
G. School Library Handbooks
H. State Aid for School Libraries
I. Rosenwald School Libraries

IX. College and University Libraries

A. Merging of College and Society Library Collections, 1880-1910
B. Assumption of Responsibility for Administration of Library by the College or University
C. Building Programs 1900-1910, 1920-1942
D. Book Collections
E. Carnegie Corporation Stimulation
F. Conferences on Higher Education 1941, 1942
G. Negro College and University Libraries

X. Library Cooperation

A. Bibliographical Apparatus (1) Duke and North Carolina (2) Vanderbilt, Peabody and Scarritt (3) Atlanta-Athens Institutions (4) New Orleans Institutions

B. Resources for Research (1) Description by Downs and Others (2) Document Centers (3) Microphotography Installations (4) Cooperative Purchasing

C. Buildings (1) Joint Libraries at Nashville (2) Central Library at Atlanta University (3) Combined Private Reference Library and Libraries of Tulane University and Sophie Newcome College at New Orleans (4) Combined Public and University Library at Chattanooga

XI. Educational Foundations and Libraries in the Southeast

A. The Carnegie Corporation of New York (1) Gifts for Buildings (2) Grants for Books (a) Liberal Arts Colleges (b) Junior Colleges (c) Teachers Colleges (d) Negro Colleges (e) other Institutions (3) Books and Prints for Art Teaching (4) Music Collections and Apparatus (5) Fellowships and Scholarships (6) Library Schools (7) Library Demonstrations (8) Library Conferences (9) International Alcove (10) Bibliographical Apparatus (11) Publications (12) Other

B. General Education Board (Aid under many of the headings noted above)

C. Julius Rosenwald Fund (Aid under many of the headings noted above)

XII. Education for Librarianship

A. Library School of the Carnegie Library of Atlanta, 1905

B. Hampton Institute, 1925

C. Other Schools Established after 1926 at North Carolina, Peabody, William and Mary, Louisiana, Atlanta University, North Carolina College for Negroes

D. Summer School Courses and Departments of Library Science

E. Institutes

F. Conferences

XIII. Summary, Present Situation, and Future Development.

Such a study of the library movement in the Southeast is important at this time for the following reasons:

I. There has been, as the outline of chapters indicates, significant development in this aspect of education in the region which has not been described

and recorded. Such a description or record is essential to an understanding of the total educational development of the region.

2. No attempt has been made to appraise the results of the movement. Librarians and educators have considered various aspects of it but have not considered them in their totality. Consideration of the movement's strengths and weaknesses is highly desirable in planning for its further development.

3. The whole educational system is being reconsidered at present in order that it may be better adjusted to its post-war responsibilities. The library, as an important, integral part of the educational system, should be included in this general appraisal of educational institutions and services.

4. The Southeast was late in establishing libraries and it is seriously handicapped economically in providing effective library service for schools, colleges, universities, and the public. Careful planning, therefore, is absolutely essential if effective service is to be provided and successfully maintained. The present rapid improvement of library service in the region has been due in large measure to the study of the problem and careful planning by librarians, educators, and educational foundations in the 1920's. Similar study and planning now should result in the formulation of a successful program in the post-war era.

The Study would be under the direction of Dr. Louis R. Wilson, of the School of Library Science of the University, and would be carried out with the aid of research and secretarial assistants under the auspices of the Institute for Research in Social Science. It would be related to the other activities of the Institute and the Library School and would profit from association with other studies carried on by them.

The study would require two years for completion and should result in a publication by the University of North Carolina Press. A subsidy should be provided for the two-year period as follows:

Research Assistants	$ 3,000.
Secretarial Assistants	1,750.
Supplies, Materials, Postage	400.
Travel	600.
Total for Two Years.....	$ 5,750.

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June 28, 1947
Chapel Hill, North Carolina

LOUIS R. WILSON
Library School
University of N.C.

LRW reports that the Library School graduated thirty persons with A.B. degrees this year. These persons will probably find their way into the many opportunities in the secondary schools of the state where the average annual salary is $2,580.

LRW was instrumental in the establishment of the Southeastern Library Association in 1920. He thinks the Association is in a position to render a very desirable service in a further study of the curriculum and degree requirements relating to library trainingand service in the region. He believes such a study should include the certification of librarians by state departments of education and the type of leadership available at the graduate level.

LRW has completed his teaching career and is now interested in writing a history of the library movement in the southeast covering the period 1895 to date. He would like very much to have a supporting grant from the GEB. However, FMc explained that he could not hold out much encouragement in this direction. In spite of this fact, LRW may present an outline of his proposed history and ask for some assistance.

FMc:cmb

F. Mc.

NC 81.2 University of North Carolina
Library School - Reports

BOX 107 FOLDER 969

Louis R. Wilson

THE REPORT OF THE LIBRARIAN OF THE UNIVERSITY OF NORTH CAROLINA

To the President of the University:

I have the honor to present the report of the Library for the fiscal year July 1, 1927, to June 30, 1928, together with additional information covering the general work of the Library to October 31, 1928.

The new library building of the University authorized by the legislature of 1927 and begun in March, 1928, is well under way and will be ready for use in the summer of 1929.

Its approaching completion and plans for its formal dedication on University Day, 1929, center attention upon the part which the Library is to play in the University and through it in the state and nation. They emphasize the fact that the heart of a great university is its library, and that as such it must be adequately housed, competently equipped, and expertly directed, inasmuch as the last quarter of a century has seen a revolution in the idea of what a university library ought to be. The modern professor does not confine himself to a single textbook and to an invariable set of lectures; he sends his students to the library to look up the same materials he has used and to form opinions for themselves. Even the scientific laboratory, which is, to a hasty view, the most characteristic element in a great university, would be helpless if the university library failed to place at the disposal of scientists the published results of investigations made all over the world.

Attention is centered not only upon the functions of the Library, but also upon the means by which they may be carried out. Accordingly, the authorities of the University are looking forward, not to next year or the year after but a quarter of a century hence. They desire that the University Library shall be *a great national library in the South.* They have measured their needs and their capacities and developed a definite program of development through state appropriations and endowment which it is hoped will be of interest to their friends and to the citizens of the state. Some of these needs, presented in former reports, are re-emphasized here.

Bibliographical Apparatus. Bibliography is a forbidding word. Bibliographical aids simply mean, however, that the special investigator has at his command organized finding lists of books and articles treating of the field in which he desires to add to human knowledge. Such lists are made up in various forms or ways. For instance, a collection of the printed catalogues of great libraries is a necessary tool in his work. He will want indexes to periodical literature, and to the transactions of learned and scientific societies which he must look up. He will want alphabetized cards to tell him where books are located. He needs not only books, but books about books, and without these tools—as necessary to him as saws and hammers to a carpenter—he is helpless, so complex has modern knowledge become.

Now in collecting such apparatus the Library of the University of North Carolina has made a notable beginning. For example, the Library of Congress, one of the three or four great libraries of the world, issues to a few selected institutions complete duplicate sets of its catalogue cards—cards listing millions of titles housed at Washington, including thousands of books rarely found outside the Library of Congress. There are only two such duplicate sets in university libraries in the Southeast, and one of them is at Chapel Hill—an immense aid to the seeker for some special book, who can learn in five minutes whether it is at Washington, and who can, in most cases, borrow it through the inter-library loan system.

But there are other great libraries in the United States—Harvard, Chicago, Michigan, Illinois, California, each rich in its peculiar treasures—which have published cards for those rare portions of their collections not to be found in the Library of Congress. It would be equally a saving of time and energy if duplicate sets of these special cards were also at hand, as they are in many large university libraries elsewhere. Yet there is no library east of the Mississippi and south of a line running from Washington to St. Louis where a union catalogue of these cards can be consulted. In other words, investigators in the South begin their work under a handicap not felt by their rivals in the North and West. Until the Library of the University of North Carolina obtains such files of cards, its graduate work and the investigations of its professors must suffer in comparison with similar activities of universities in other sections.

Fundamental Reference Materials. Scientists and scholars not happy enough to be born in the United States or the British Dominions have an unfortunate faculty of not writing in English. Nor do foreign countries go out of their way to publish works of reference in a tongue not their own. But knowledge is international. The physicist must know what goes on in laboratories in Cracow, Berlin, Tokyo, and Petrograd. The authority on world trade has to find out the possibility of navigating the Ob River and what the country is like around Tomsk. The psychologist may need a list of psychological laboratories in Vienna, and the professor of art will be unhappy until he finds out whether or not an obscure Italian gallery houses a particular painting.

At present the reference collection in the University library might seem to the uninitiated quite ample. Here are encyclopedias, dictionaries, handbooks, yearbooks, almanacs, biographical collections, government documents, gazetteers, atlases, maps, statistical abstracts, and collections of clippings. But if he is a special student, he will not be so complacent, for, when he looks deeper, he will discover that the majority of them are English or American publications; or (to put it another way) that the Library is not sufficiently well equipped in foreign reference material. What it needs is similar collections of reference works for the foreign nations of the world; and, in addition, files of their journals and learned publications to a degree that the librarians do not like to talk about.

Distinctive Exhibit Materials. Mr. Henry Ford is reported to have said that his interest in engineering really began when he was placed in charge of the engine room of an industrial plant. Handling machinery suggested new types of machines. Mr. Ford is, doubtless a genius but his experience is a common one. We learn by handling things. A fragment of a Babylonian tablet makes a whole civilization flash into being. A page from an ancient manuscript, and the ancient Greeks suddenly become real. A good replica of a great masterpiece is worth a chapter of talk, and an early edition of Shakespeare or Milton makes us feel a little less pleased with a modern novel, and a little more pleased with the legibility and cheapness of a contemporary book. Now, if the experience of such institutions as the New York Public Library means anything, it means that the exhibit of such collections by a library awakens interest and fires imagination—is, in fact, an educational achievement of the first order. Lacking such exhibits and the means to make them public, the University Library lacks the power to make scholarship vivid. It has some collections of this sort, but it needs a great many more.

Specialized Collections. In the public mind it would sometimes seem that universities are rated by their football teams, but to the scholar they are often rated by their special collections of books and their zeal in adding to them. For example, the richest amount of material on Dante is found in the Dante Collection at Cornell. The Goethe Collection at Yale draws investigators from the whole country. The Browning specialist wants to know what there is in the Library of Baylor University before he looks elsewhere, and so on.

Such collections usually begin as some specialist in a given field, whether it be botany or chemistry or history or literature, purchases books for his own use. His collection grows. At his death it comes as a gift to a particular library or it is thrown into the market and is bought up as a whole by some institution. The institution then adds to the collection from time to time, and so its peculiar richness and its reputation grow together. The North Carolina Collection of 40,000 titles at Chapel Hill has been developed during twenty-five years in this fashion. When such opportunities offer they must be seized at once, and they can be seized only by instantly supplementing the normal book fund of a university library by special gifts—a practice that is increasingly common among the friends of eastern and middle western libraries, but which is, alas! all too rare in the South, although the requisite sums are often not large, and the South is becoming increasingly prosperous.

A National Southern Collection. The story of the South's part in the building of the nation, as compared with that of New England or the West, has never been adequately told. And yet the South has lived a life—social, economic, industrial, political—as distinctive as that of any other section. It has played a part in national history second to none of the others. Its contribution of leaders, particularly in the realm of politics, has been striking. What, then, is the reason? The answer can not be given in a single paragraph. There have been many causes. But the one fundamental cause has been that no individual or institution in the South has ever brought together in one great collection the materials—the books, pamphlets, newspapers, letters, diaries, and

other human documents—on which to base the story. Nowhere in the South is there anything comparable to such great collections of Americana as the John Carter Brown Library at Brown University and the Clement Library at the University of Michigan, the collections of Middle Western materials dealing with the Southwest and Mexico. Their resources have been available to writers and scholars. The University, with its collection of more than 40,000 titles dealing directly with North Carolina (and incidentally with Virginia, South Carolina, and Tennessee), has indicated what can and should be done by way of forming such a collection, and eagerly awaits the opportunity to undertake this task.

A Library School. If the need of a library school at the University has not been more keenly felt, it is because the South has lacked modern library facilities. Long ago crotchety Thomas Carlyle said in his decisive way that the public library was the people's university. The South must have more such "people's universities." Whereas the average per capita circulation of public library books in the United States is 3.20, in the South it is only .465. In the New England states only 2-3/5 per cent of the inhabitants are without public library facilities; in the South 71 per cent of the people lack them. As the University of North Carolina, through its Graduate School, is training experts for the state and for the South; as, through its Institute for Research in Social Science, it is studying the special problems of southern life; as, in its University Press it is endeavoring to encourage the publication and reading of books by southerners, so it is the hope of the Library that there shall be soon established a library school for the training of librarians and teachers in these southern states.

Trained Personnel. Judged by standards which have hitherto prevailed, it would seem that the Library is functioning efficiently in making available to students and faculty the materials which it possesses. But it must be remembered that heretofore the library has operated within comparatively limited ranges. When the libraries of certain schools which are now housed separately are brought back to the Library and the greater concentration of all library materials is provided in the new building, and when the work of the Graduate School is extended and the bibliographical resources are properly developed, it will be essential that the staff be increased and that those placed in charge of the more highly specialized activities of the library be persons of unusual training, both in the subject matter in which they have specialized and in library administration.

DISTINCTIVE GIFTS AND PURCHASES

Gifts. During the year 1927-1928 the Library has received the following valuable gifts:

From La Biblioteca Nacional, Santiago, Chile, fifteen volumes about Chile and South America.

The Hispanic Society of America continued its series of publications.

The publishers, Silver, Burdett and Co., Ginn and Co., and C. H. Congdon, gave sets of school music readers to the School of Education for use in the Summer School.

Purchases. Outstanding purchases of the year:

The general library, *Makers of Canada Series,* 12 volumes; *Specimens of Foreign Standard Literature,* edited by George Ripley, 26 volumes.

The Department of Botany, two valuable old books, *Schola Botanica sive Catalogus Plantarum,* by J. P. Tournefort, Amsterdam, 1589; *Histoire des Chênes de l'Amèrique,* by André Michaux, Paris, 1801; from the Botanical Library of Lars Romell of Stockholm, *Flora Danica,* Patouillard's *Tabulae Analyticae Fungorum,* Vittadini's *Monographia Lycoperdineorum.*

The Department of Chemistry, *Transactions of the Faraday Society,* 15 volumes.

The Department of Economics and School of Commerce, *Proceedings of the National Association of Cotton Manufacturers,* from 1890 to date, 22 volumes.

The Department of English, *Publications of the Irish Text Society,* 22 volumes.

The Department of History, the Paul Leicester Ford editions of the *Writings* of George Washington, 14 volumes, and Thomas Jefferson, 10 volumes.

The May Fund was used by the Department of Romance Languages in the purchase of the Conard edition of Balzac's *Oeuvres Complètes,* 31 volumes.

The Department of Music, Claudio Monteverde's *Tutte le Opere,* to be completed in 10 volumes.

The Department of Romance Languages, Stendhal's *Oeuvres Complètes,* 22 volumes; d'Aubigné's *Histoire Universelle,* 10 volumes.

Franklin H. Giddings Collection. One of the distinctive gifts of the year is the private library of Franklin H. Giddings, Professor of Sociology and History of Civilization at Columbia University, whose *Scientific Study of Human Society* was published by the University Press in 1924. The importance of this library lies in the fact that it will form the nucleus for a sociology collection. The first installment of the library, received in October, 1928, comprises some 250 books and pamphlets in the fields of general sociology and criminology.

A. H. Patterson Collection. The Library received in October, 1928, a group of 100 books in general science, chiefly in physics and astronomy, from the library of the late A. H. Patterson, Dean of the School of Applied Science. The gift was made by Mrs. Patterson.

NOTABLE YEAR FOR THE LAW LIBRARY

The building up of the library of the Law School has progressed satisfactorily during the year, the most notable acquisition being made through the anonymous gift of $10,000 for the purchase of law books to comprise the Lucius Polk McGehee Memorial Collection, 606 volumes of reference books, texts, and reports having been purchased for this collection.

The following important gifts were also received: the William A. Hoke Library, 1,000 volumes of reports and texts; the Charles G. Rose Collection, 33 volumes of reference books; 275 volumes of the *Southeastern Reporter* from the West Publishing Company; 55 volumes of *Corpus Juris Cyclopedia* from

the American Law Book Company; 24 volumes of texts from the *Law Review*; two dictionaries from the third year law class; 39 texts and casebooks from Dean Charles T. McCormick; 40 texts and casebooks from A. M. Coates. The total additions through gifts, University appropriations, and transfers from the main library numbered 4,180 volumes, at a total cost of $11,365.56.

NORTH CAROLINA COLLECTION

The North Carolina Collection now contains about 37,000 volumes. During the year 551 bound volumes and 3,979 pamphlets were added to the Collection. Special donations of unusual importance were received as follows: Mrs. C. W. Broadfoot gave a collection of agricultural and political pamphlets; Mrs. W. C. Milton, R. C. Atkinson, and Mrs. William Atkinson gave a collection of newspapers in memory of William Calder; the late Dr. A. H. Patterson gave a number of old pamphlets including material on the Moravian Church, old almanacs, periodicals, and University programs prior to the Civil War; Stacy Brewer gave a file of *The Vass Pilot;* Misses Olivia and Ellen Bellamy gave a number of books and a file of the Wilmington newspaper, *The Commercial,* in memory of their father, Dr. J. D. Bellamy; Miss Mary W. Brown gave the Brown Collection of manuscripts; Mrs. H. A. Bynum gave the Lutterloh Collection of manuscripts; G. G. Myrover gave a valuable file of Fayetteville newspapers; the Misses Kingsbury of Wilmington gave a collection of Raleigh and Wilmington newspapers of the reconstruction period, a number of North Carolina pamphlets and periodicals, and a collection of manuscripts; the Misses Hedrick of Washington, D. C., gave a collection of reconstruction material including newspapers and pamphlets of that period; Miss Elizabeth R. Hamilton gave a collection of pamphlets, scrapbooks, papers, and letters; four railroads operating in North Carolina, the Atlantic Coast Line Railroad, the Carolina Clinchfield and Ohio Railway, the Seaboard Air Line Railway, the Norfolk Southern Railroad, gave files of their reports; Lewis Hanes gave manuscripts formerly the property of his father, Lewis Hanes; Mrs. J. M. Freeland gave the Josiah Turner Collection of letters, political pamphlets, and broadsides; Isaac W. Murchison gave a collection of pamphlets and manuscripts. In addition to these, gifts to the North Carolina Collection were received from others whose names are to be found following the donors to the general library.

The Collection has received as a loan from members of the deRosset family a remarkable collection of manuscripts and papers recording the annals of the family from 1581 to 1864. Commissions signed by Louis XIV, William III of England, and William and Mary of England are included in this collection. At the same time Mrs. Alfred M. Waddell, née Gabrielle deRosset, presented a letter book containing valuable letters written by her father.

PERIODICAL, BINDING, AND EXCHANGE DEPARTMENT

There has been an increased demand upon the resources of the Periodical Department during the year, and the expenditures made by it were $10,141.66 compared with $7,213.47 for 1926-1927. Sixty-five new subscriptions were added and a number of new sets purchased, among which were:

The Academy, 47 volumes; *American Anthropologist,* 37 volumes; *American Association of Petroleum Geologists-Bulletin,* 13 volumes; *American Jewish Historical Society-Publications,* 25 volumes; *American Law Register,* 26 volumes; *The Analyst,* 16 volumes; *Anatomischer Anzeiger,* 9 volumes; *Annales de Physique,* 12 volumes; *Archiv für das Studium der Neueren Sprachen und Litteraturen,* 93 volumes; *Banking Law Journal,* 33 volumes; *Bibliographie der Sozialwissenschaften,* 11 volumes; *Central Law Journal,* 100 volumes; *Chemical Society-Journal,* 21 volumes; *Circolo Matematico di Palermo-Rendiconti,* 23 volumes; *Classical Quarterly,* 18 volumes; *Deutsche Morgenländische Gesellschaft-Zeitschrift,* 75 volumes; *Fortnightly Review,* 88 volumes; *Geological Society of London-Quarterly Journal,* 33 volumes; *Gunton's Magazine,* 8 volumes; *Heart,* 9 volumes; *Institution of Electrical Engineers-Journal,* 70 volumes; *Jahresbericht der Chemischen Technologie,* 23 volumes; *Jahresbericht über die Leistungen der Chemischen Technologie,* 21 volumes; *Journal of Parasitology,* 12 volumes; *Literaturblatt für Germanische und Romanische Philologie,* 24 volumes; *New England Water Works Association-Journal,* 29 volumes; *Pan American Geologist,* 10 volumes; *Revue Celtique,* 40 volumes; *Revue des Questions Historiques,* 23 volumes; *Romanische Forschungen,* 39 volumes; *Saturday Review,* 118 volumes; *Special Libraries,* 8 volumes; *The Sun (N. Y.),* 19 volumes; *Westfälischer Provinzial-Verein—Jahresbericht,* 14 volumes; *Zeitschrift für Celtische Philologie,* 13 volumes; *Zoological Record,* 22 volumes.

Besides the purchases made, many volumes were added by exchange or gift. Chief among these were:

Academie Imperiale des Sciences de St. Petersbourg-Bulletin, 11 volumes; *American Journal of the Medical Sciences,* 41 volumes; *Gentlemen's Magazine,* 16 volumes; *Indiana Academy of Science-Proceedings,* 28 volumes; *Law Notes,* 11 volumes; *Philippine Journal of Science,* 25 volumes; *Smith College Studies in History,* 8 volumes; *Southern Medical Journal,* 12 volumes; *Wisconsin Library Bulletin,* 10 volumes.

In addition to these sets and the exchanges currently received, 459 volumes and 859 theses were received. Two hundred and fifteen items were sent in exchange; many of these being University Press books. New exchange relationships were established with a number of other universities and societies in the United States and foreign countries.

The total number of periodicals, including newspapers, exchanges and gifts but not government serials, currently received is 2,532, while the total number of bound volumes now in the possession of the Library is about 34,000.

NEW SUBSCRIPTIONS

Subscriptions for periodicals not taken before 1927-1928, or not previously included in the Library report, were entered as follows:

Agricultural History, American Anthropologist, American Association of Petroleum Geologists-Bulletin, American Water Works Association-Journal, The Archive (Duke University), *Archives of Pathology and Laboratory Medicine, Association of American Colleges-Bulletin, Association of University*

Teachers of England-Bulletin, Atlantic Bookshelf, Bibliographic Service (Wistar Institute), *Boston Society of Civil Engineers-Journal, British Museum Quarterly, Cambridge Law Journal, Canadian Engineer, Child Development Abstracts and Bibliography, Child Study, Childhood Education, Children, Class and Industrial Marketing, Conference Board Bulletin, Current Magazine Contents, Daily Weather Map* (Norfolk District), *Educational Information Service, Electrical Engineers, Electrical South, Flower Grower, Information Service* (Foreign Policy Association), *Institution of Electrical Engineers-Journal, Instruments, Jahrbuch über die Fortschritte Mathematik, Journal of Chemical Education, Journal of Paleontology, Journal of Parasitology, Journal of Retailing, Labor Age, Labor Magazine, Law Quarterly Review, Library Review, Loyola Educational Index, Mining Congress Journal, Mountain Life and Work, Nation's Schools, New England Quarterly, Normal Instructor and Primary Plans, Pan American Geologist, Physical Therapeutics, Q. S. T., Quarterly Journal of Experimental Physiology, Radio, Radio Broadcast, Readers' Digest, Revista de Estudios Hispanicos, Round Table, Saturday Review, School, Society of Experimental Biology and Medicine-Proceedings, Stone, Tariff Review, Telephone and Telegraph Age, Telephone Engineer, Telephony, Town Planning Review, Western Society of Engineers-Journal, Yale University Library Gazette, Zeitschrift für Celtische Philologie.*

CIRCULATION DEPARTMENT

Notwithstanding the fact that in September the geology collection was moved out of the main library into the geological laboratory, the statistics for the main delivery desk continued to show an annual increase. One hundred and eighty-six thousand, three hundred and one books and pamphlets, representing a gain of 8 per cent over the figures for 1926-1927, were loaned. The total circulation of books in the main library, the library of the School of Education, and the library of the Geology Department increased from 202,802 in 1926-1927 to 243,579, showing a gain of 40,777, or 20 per cent. During the year 6,667 books were placed on reserve by instructors for class use, exclusive of the ones used for assigned readings in the various departmental libraries.

The addition of a third full-time member to the circulation staff made it possible to increase the hours of supervised service. It was possible also to make decided progress towards a more systematic organization of the clerical phases of the work.

CATALOGUE DEPARTMENT

The current accessions of the Library, with the exception of government documents, periodicals, and books in the North Carolina Collection, have been catalogued by the Catalogue Department. One of the larger pieces of work of the year was the cataloguing of some four hundred miniature orchestra scores. Duplicate catalogue cards were made for the collection of two hundred and twenty-six art books given by the Carnegie Corporation, and the collection of 2,000 pictures was listed and arranged.

The work of filing the Library of Congress depository catalogue has continued and, with the help of additional temporary assistants, forty-seven per cent of the cards are now filed.

WOMEN'S CLUBS SECTION

During the year 1,103 clubs have been assisted with programs and reference material. Of this number about two-thirds were outside of the state. For regular service, i.e., supplying both programs and references, a fee is charged all clubs ($7.00 in North Carolina and $10.00 elsewhere), and for this service 165 clubs registered. Members of 293 clubs enrolled for occasional assistance and paid individual fees; members of 645 clubs used the bulletins as a basis of study but did not depend on the library for references.

The following programs have been written during the past year, and material for the present year's work has been assembled: *A Short Course in Art History,* by Mary deB. Graves; *Other People's Lives: a Biographical Round-up,* by Cornelia S. Love; *The Negro in Contemporary American Literature,* by Elizabeth Lay Green; *Contemporary Southern Literature,* by Howard Mumford Jones; *Recent Poetry from the South,* by Addison Hibbard.

LIBRARY EXTENSION SERVICE

This section coöperates with the bureaus of Community Drama, High School Debating and Athletics, Correspondence Instruction, and Class Instruction. The plays recommended to schools by the Bureau of Community Drama, the debating material for all the triangular debates, and the parallel reading for the students enrolled in the bureaus of Correspondence and Class Instruction are sent out from this section. This section also coöperates with the Bureau of Education at Washington in sending out Home Reading Courses. Material is also sent to teachers, students, and individual readers.

GEORGE B. LOGAN

It is with a sense of profound loss that I record the death on December 17, 1927, of George Bryan Logan, reference librarian and bibliographer, review editor of *Social Forces,* and editor of manuscripts for the University of North Carolina Press. Mr. Logan joined the staff in 1923 as librarian of the School of Education and was transferred to the main library in 1924. He brought to the performance of his duties a high degree of professional ability, an eager joy in service, and a charm of personality that won for him a place of great esteem and affection throughout the entire University.

CHANGES IN STAFF

Mr. Charles M. Baker, assistant librarian and professor of library administration since 1919, resigned in August to become director of libraries of the University of Kansas. He is succeeded by Mr. Donald Coney, formerly librarian of the University of Delaware.

LIBRARY STATISTICS

Acquisitions—Books

Gifts from individuals, societies and institutions	2,646
Gifts from the United States Government	242

Exchanges	416
Bound volumes of periodicals from the bindery	2,200
Volumes through purchase	11,391
Total number of volumes received, 1927-1928	16,895
Total number of volumes in Library, June 30, 1928	193,867
Total number of volumes in Library, November 1, 1928	198,472

Circulation

Books loaned at desk of main library	186,301
Books loaned at education library	39,847
Books loaned at geology library	17,431
Books and pamphlets mailed to women's clubs	15,642
Books and pamphlets mailed to schools	26,362
Letters to women's clubs	13,116
Letters to schools	12,281

Interlibrary Loans

Volumes borrowed from other libraries	368
Volumes loaned, in ten different states	137

Catalogue Department

Total number of volumes (pieces) catalogued	7,394
New cards added to main catalogue	21,884
New cards added to department catalogues	3,384
Total number of catalogue cards made	25,268

Repair Work

Books repaired in building	2,858
Pamphlet covers applied	1,579
Red-rope covers made and applied	340
	4,777

LIBRARY FINANCES, 1927-1928

Receipts

University appropriation, books, maintenance, salaries	$ 84,704.36
University appropriation, building and equipment	2,500.00
University appropriation, salaries (instruction)	10,250.00
Miscellaneous receipts (gifts, fines, etc.)	2,551.43
Total	$100,005.79

Disbursements

Books, department periodicals, and bindings	$ 37,168.85
Periodicals for the general library	2,284.16
Binding for the general library	1,933.65
Building equipment and repairs	1,109.87
Express and freight	713.55
Printing	576.49
Supplies	1,848.14
Telephone and telegraph	188.86
Travel	363.31
Salaries	41,416.00
Wages	9,050.77
Miscellaneous	48.50

Balance from maintenance	1,913.51
Balance from equipment	1,390.13
Total	$100,005.79

LAW SCHOOL

Spent from fund in memory of Lucius Polk McGehee	$ 1,874.25

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE

Books	$ 122.86

SCHOOL OF COMMERCE

Books	$ 1,259.93
Periodicals	178.00
Total	$ 1,437.93
Grand total	$103,440.83

LOAN DESK RECEIPTS

On hand July 1, 1927	$ 40.36
Received by fines, lost books, etc.	1,903.60
Revolving fund	50.00
Total	$ 1,993.96

LOAN DESK DISBURSEMENTS

To deposits with treasurer	$ 1,862.16
To revolving fund	50.00
To balance due 1928-1929	81.80
Total	$ 1,993.96

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A. J. Armstrong; English Bagby; Mrs. A. L. Baker; Frederick Bancroft; C. D. Beers; Misses Olivia and Ellen Bellamy; Edwin Bjorkman; Mrs. C. W. Broadfoot; Mrs. P. P. Burd; Edouard Champion; H. W. Clark; W. C. Coker; C. H. Congdon; E. R. Cook; H. T. Cook; J. F. Dashiell; H. G. Duncan; E. C. Farnsworth; Norman Foerster; Gerald Gage; F. H. Giddings; Armand Godoy; C. B. Going; P. D. Gold; Mrs. Wharton Green; Otto Harrassowitz; R. H. Hepburn; G. D. Holmes; Edward Hungerford; S. M. Ikley; Mrs. Robert Jaffray; Miss Maude M. and F. B. Kingsbury; E. W. Knight; A. A. Knopf; Fred Landon; B. P. Lewis; J. E. Lough; Mrs. W. S. Lovell; B. G. McGehee; J. E. Mackenty; I. H. Manning; Theodore Marburg; T. E. Merrill; J. A. Mette; G. L. Paine; Mrs. A. H. Patterson; G. F. Peabody; R. J. Peters; Martha Ragsdale; Nathan Reich; C. M. Remey; Lucien Reychler; Julius Rosenwald; Thorndike Saville; Miss Helen Sawyer; G. F. Sherrill; N. S. Siewers; Mrs. F. N. Skinner; E. E. Smith; J. F. Smith; G. C. Taylor; Miss E. M. Thornton; Mrs. E. J. Tytus; F. D. Uzzell; John Varga; S. M. Vauclain; Mrs. R. H. Whitehead; J. A. Widtsoe; W. A. Williams; L. R. Wilson; A. B. Windham; E. J. Woodhouse; K. C. Knight; L. B. Wright; P. C. Young.

American Association for Adult Education; American Baptist Historical Society; American Child Health Association; American Druggist; American

Electric Railway Association; American Federation of Labor; American Medical Association, Council on Medical Education and Hospitals; American Museum of Natural History; American National Red Cross; American Polish Chamber of Commerce; American Prison Association; American Proctologic Society; American Society for the Control of Cancer; Association of Railway Executives; Biblioteca Nacional, Santiago, Chile; B'nai B'rith Wider Scope Committee; Carnegie Corporation of New York; Carnegie Endowment for International Peace; Carnegie Foundation for the Advancement of Teaching; Carnegie Institution of Washington; Chicago Trust Company; Columbia, S. C., Department of Agriculture, Commerce and Industries; Commonwealth Fund, Division of Publications; Connecticut State Library; Dennison Manufacturing Co.; Denver Board of Education; Geological Department, Georgia; Ginn and Company; Grosvenor Library; Daniel Guggenheim Fund; Hamtramck Public Schools; Hispanic Society of America; Investment Bankers Association; John Crerar Library; Laura Spelman Rockefeller Memorial; League for Industrial Democracy; McGraw-Hill Publishing Co.; Commonwealth of Massachusetts; Methodist Episcopal Church, Board of Temperance, Prohibition and Public Health; Modern Language Association of America; Moffat Tunnel Commission; National Committee for Preventing Blindness; National Research Council; Newark Museum; Newport News Shipbuilding and Dry Dock Co.; New Republic, Inc.; Niagara Falls Power Company; Ohio Tax Commission; University of Rochester; Rockefeller Foundation; Rockefeller Institute for Medical Research; Robert Schalkenbach Foundation; Silver, Burdett Publishing Co.; Swedish Ministry of Foreign Affairs; Texas Bureau of Labor Statistics; Union Labor Life Insurance Co.; United Daughters of the Confederacy, Chatham, Virginia; United Fruit Co.

DONORS, NORTH CAROLINA COLLECTION

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Respectfully submitted,

LOUIS R. WILSON, *Librarian.*

Sent to Tarlton L. R. Wilson
7/10/29 (Coll Letters)

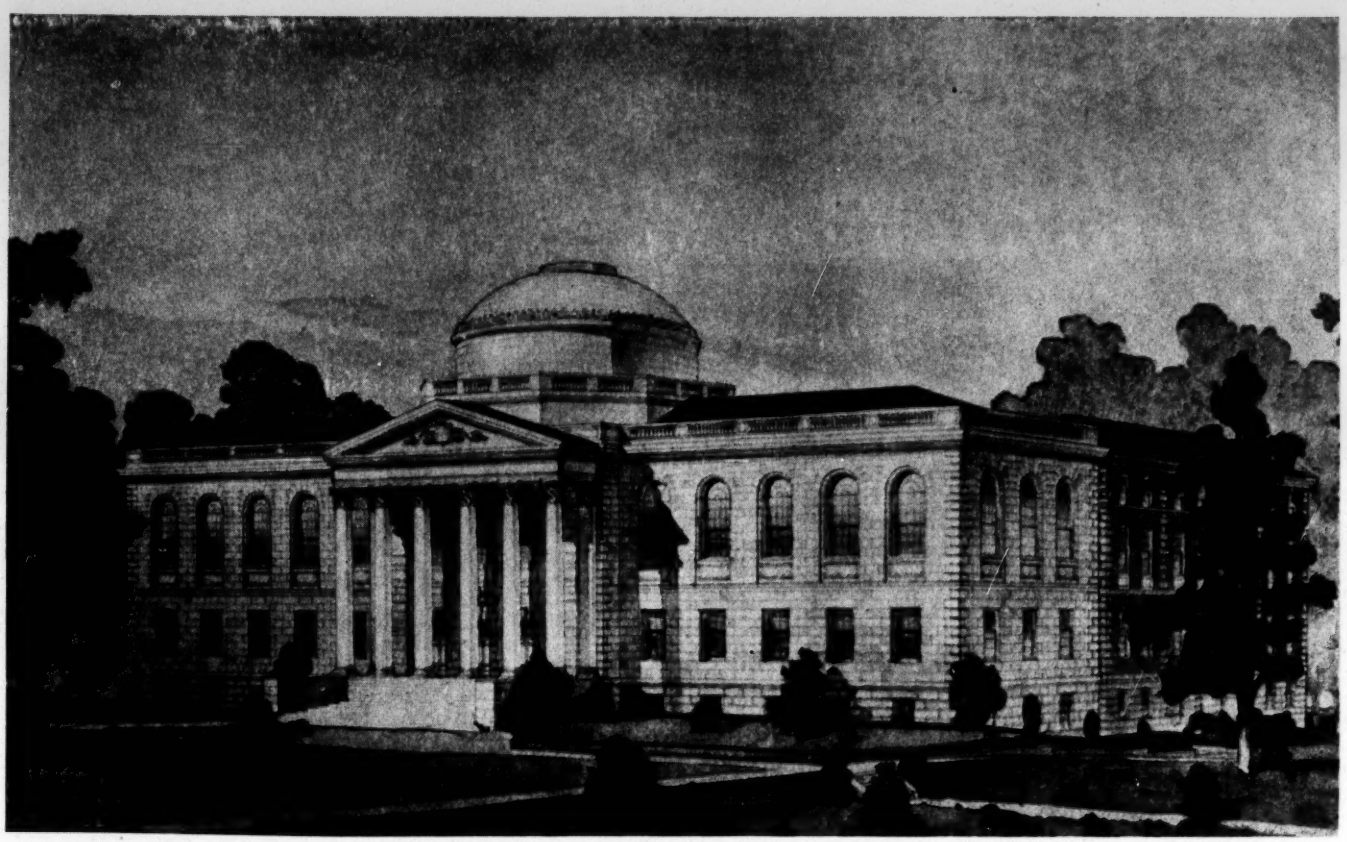
THE UNIVERSITY LIBRARY

CHAPEL HILL

THE UNIVERSITY OF NORTH CAROLINA

1929

THE UNIVERSITY LIBRARY



THE NEW LIBRARY BUILDING

FOREWORD

To the Alumni and Friends of the University of North Carolina:

University Day, October twelfth, nineteen hundred and twenty-nine, will be a day of unusual significance. On that day the University plans to dedicate the new and adequate University Library. This means not merely the addition of another building to the University plant. It means a recognition of the function which the modern university library plays in the life of a great institution of learning. Some hint of this importance is given by the fact that during the past ten years at the University, while our book collections have doubled, the number of volumes annually circulated has increased almost ten times. More and more do modern university libraries become not only the tools of the scholar, though they are that, but also vital factors in the education of youth.

I remember an incident out of "Sea-gift," that ante-bellum novel of University life at Chapel Hill. The tale tells that the hero, seeking a quiet place to propose to his sweetheart without fear of interruption, borrowed the key of the old University Library from the janitor. From the conception of a library as a locked storehouse to the records of the University Library that shows a circulation of 243,579 books for last year; such is the progress of a little more than half a century.

But, useful as it is today, the University Library is but on the threshold of a larger service. This booklet undertakes to tell some of the ways in which its usefulness and its distinction may be increased. It is our feeling that next University Day, the day of our dedication of the building, should also mark a milestone in the

development of library service. To that purpose we hope to be able to announce at that time the presentation of gifts and the establishment of endowments which will further increase its resources. Here is a cause, and here is a day, both of which have significance. Let us mark the twelfth of October of this year as a date which has genuine importance in the history of the University of North Carolina. If we are to build a great institution on Southern soil with national standards, the character of our library must really be one of our major concerns. It is, therefore, with high expectation that the University presents this account of library objectives to its alumni and friends.

H. W. CHASE, *President*

THE LIBRARY IN MODERN EDUCATION

Two factors have elevated the library to a position of great importance in the modern university. The first is a rapid increase in the production of books; the second, a new conception of educational methods within the last quarter-century.

Books and the Faculty

There was a time when professors made extensive collections of books important to their subjects. This day of the large private library is passing. Fewer and fewer men are able to purchase the swiftly growing number of publications in their fields. Nowadays universities gather for common use by their faculties all important books of the past and present which lie within the scope of their study and investigation.

What books does the professor need when he undertakes research? He needs all the new books bearing on his problem and all the old books. To discover what these books are he must have indexes and bibliographies. And if he cannot have all these books at hand, then he needs aids to finding them, such as catalogs of other libraries. Few researchers can provide themselves with even a tithe of this required material. It is the university which must do the providing, and the library is the university's agent in the provision.

No item of the university's educational activity is carried on without reference to the library. Even the work of a scientific laboratory—in a hasty view, the most characteristic element of a university—would be greatly hampered without access to pub-

SMITH HALL, NOW THE PLAYMAKER BUILDING, FORMERLY THE LIBRARY

lished investigations made all over the world. It is the library which collects and makes available these publications.

Twenty-five years ago a knowledge of his subject, a set of lecture notes, and a single textbook constituted the average instructor's stock in trade. Now the picture is different. The instructor keeps abreast of learning, revising his lectures as new discoveries are made, by reference to the latest books—supplied by the library. His students are sent to the library to examine the same material, from which they are expected to form their own judgments.

Books and the Student

Not only does the university library serve the teacher, the researcher, the laboratory investigator with old and new books, card catalogs, indexes, etc. It also serves the student who has come to college to discover the wisdom accumulated by diverse and clearer minds, to secure a richer background of fact and knowledge, to be spurred toward right values and creative accomplishment in his own life.

Some of that wisdom is in the books which his instructors have carefully selected to emphasize and expand classroom lectures. Some of it is in the books he will choose for his own reading. These books are an important concern of the library, for what the student learns from recreational reading is often fully as important and valuable as what he learns from his teachers. It is the university's and the library's business to see that he is lured into the realm of books and taught how they can be a source of endless delight.

What a Library Is

Is a library only a collection of books? Is it books-in-a-building? Both of these are popular conceptions of a library, but if the first

is true then is not the junkman's yard with its fine assortment of old books and magazines a library? And if the second is true, must we not call the publisher's warehouse a library?

A library is much more than this. It is a collection of books brought together to serve a particular purpose. In the case of a university, this purpose is education and research. To serve this end the collection must be constantly growing. The books must be arranged and indexed so that all material on any subject, whether books or parts of books, is readily available. The collection must be housed adequately in a building so equipped that the books may be used with a maximum of ease. Finally, it should be administered by a staff of trained specialists.

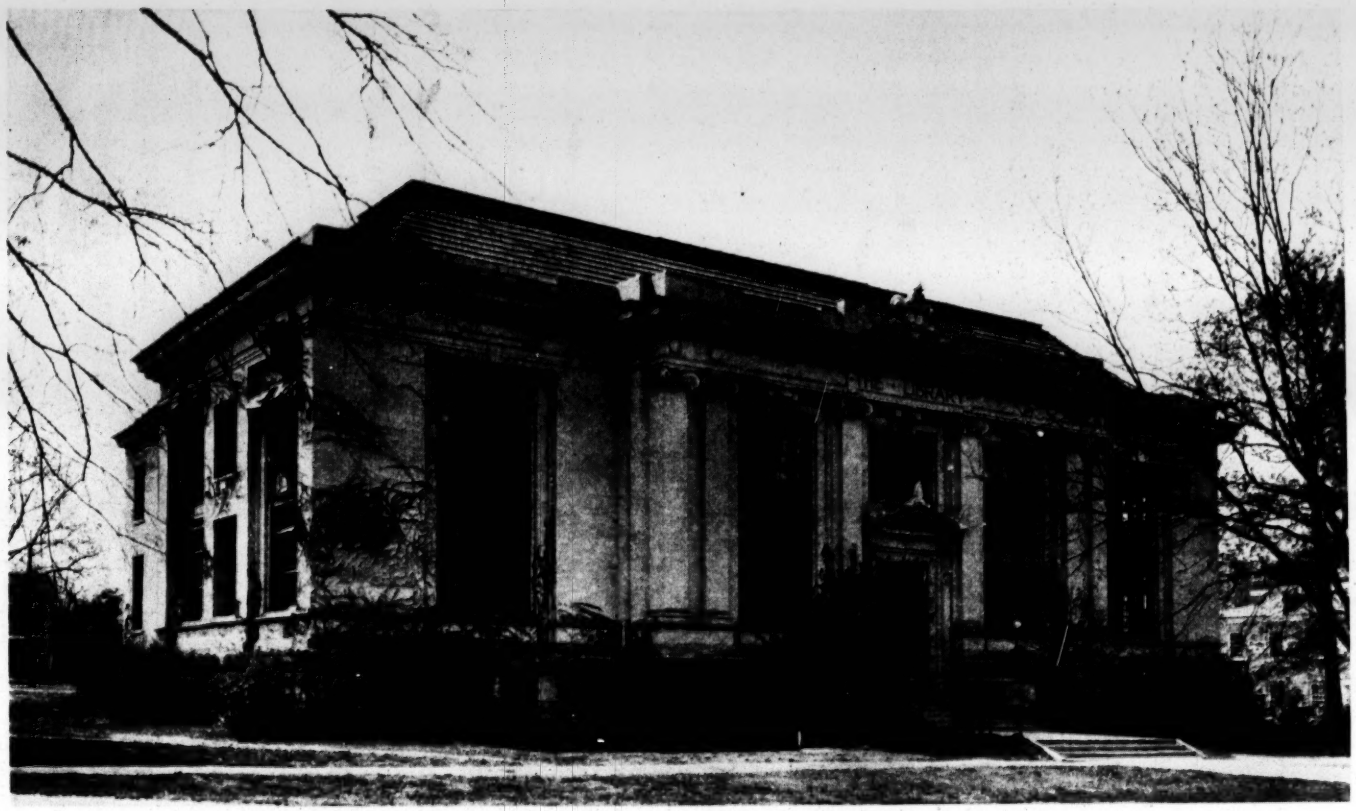
It is in this last feature—the staff—that the library is distinguished from the mere aggregation of books. With increasing publication the problem of keeping up with learning becomes each year more difficult, and the demands made upon the personnel of the library by its clientele require more and more competence on the part of the librarians.

THE UNIVERSITY OF NORTH CAROLINA AND ITS LIBRARY

How is the University of North Carolina Library meeting the varied and complicated demands made on it by faculty and students? To what degree is it fulfilling its obligations to them in the matters of building up its collection, of making this collection available, and of properly housing the books?

The New Building

It is to meet this latter obligation that a great new library building is now rising on the campus at Chapel Hill. It is a magnificent structure costing $625,000, but so confident are its creators of the future of the University and of the importance of a library in that future, that the new building is but one unit of the great library to come. Closing the quadrangle, the sides of which are South Building, Venable Hall, and the group of buildings which includes Steele Dormitory and Murphey Hall, it extends over a front of 210 feet and to a depth in the center of 140 feet, and rises to the height of four stories, including basement. Yet some day it will be necessary to build wings on either side to a depth of 150 or 200 feet, and, later still, to close these wings at the rear with a section as large as the front of the present building. The stacks now being erected for books are nine stories high and will shelve approximately 400,000 volumes. Later extensions can be provided at the rear to a depth of 150 feet and a height of from nine to sixteen stories, with a capacity of more than a million volumes, when the future demands it.



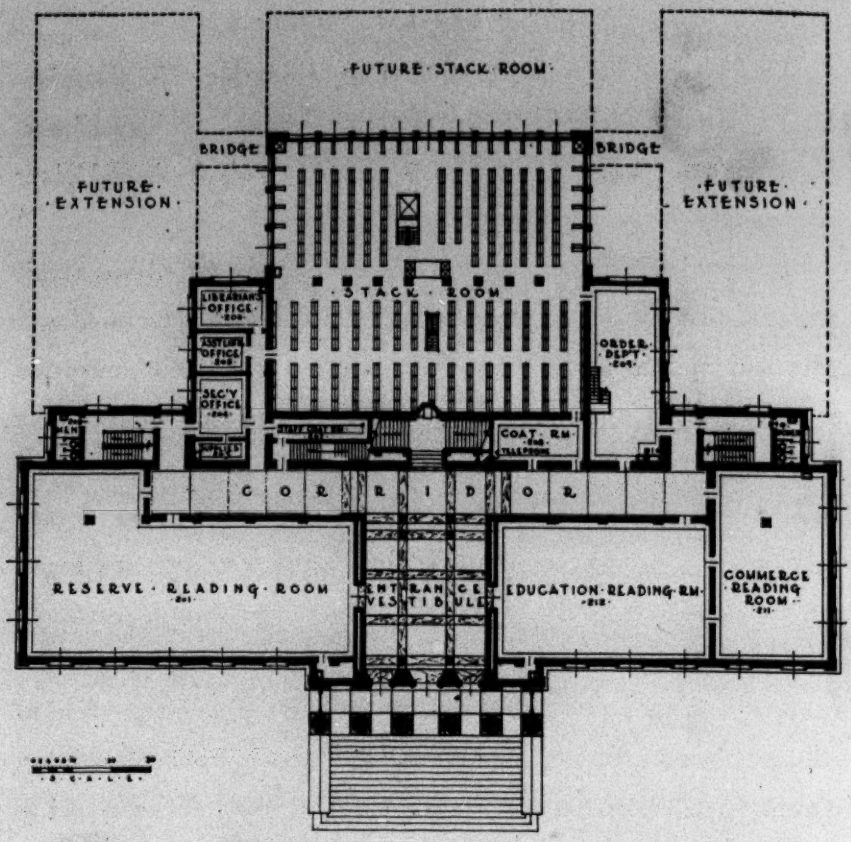
THE PRESENT LIBRARY BUILDING

This age has learned the value of specialization. The manufacturer does not look upon just any factory as suitable for his business. Nowadays he studies the problems peculiar to his work and plans accordingly. So it is with a library building.

The modern library structure is not merely an edifice architecturally acceptable in proportion and decoration. The building's plan and equipment are a concrete expression of the organization of the library within. Ideally speaking, the new library building at Chapel Hill is the expression of the dignity of learning; practically, it is planned with cold and remorseless efficiency. Every inch of space in it has been utilized for one purpose: to house books and to make these books available to persons who want to use them.

Those changing conditions which, within the last quarter-century, have marked out new acres for the library in the field of education have left their impress on the design of library buildings. Twenty-five years ago the average student used eleven books in his senior year; the senior of 1928 borrowed sixty.

Even this astonishing increase does not take into account the new usefulness of the library, for the modern senior uses library materials within the library to a greater degree than did his predecessor. Study halls must be furnished to make easily available to undergraduates the collateral reading so important in the university course of study. Whereas it used to be thought sufficient to provide seats for ten or fifteen per cent. of the student body, new libraries at Dartmouth and Yale are planned to provide seats for fifty per cent. of the students, and the University of Iowa library provides a seat for every freshman. The new library unit



FIRST FLOOR PLAN

The first floor of the new building has to the left of the entry a large study hall where undergraduates will do their collateral reading. On the right are the rooms of two departmental libraries which come into the new building.

Administrative quarters are on the right and left of the stack with easy access to to the shelves. The book stack itself is twice as large at this level as it is on upper floors since it extends under the Delivery Room here.

A line of carrells, or study cubicles for graduate students, runs around the outer margin of the stack. The dotted lines at the back of the building indicate possible future extensions of the building proper and the stack.

at Chapel Hill, planned in accordance with modern ideas, provides seats for thirty-three and a third per cent. of the student body.

With the increase of faculty and advanced graduate research provision must be made for study in proximity to the books which will be used by the investigator. To this end each floor of the book-stack has been edged with alcoves, each with a window, table, chair, a shelf for books, and a light. For graduate classes and discussion the third floor has been divided into special seminar rooms where advanced classes will meet.

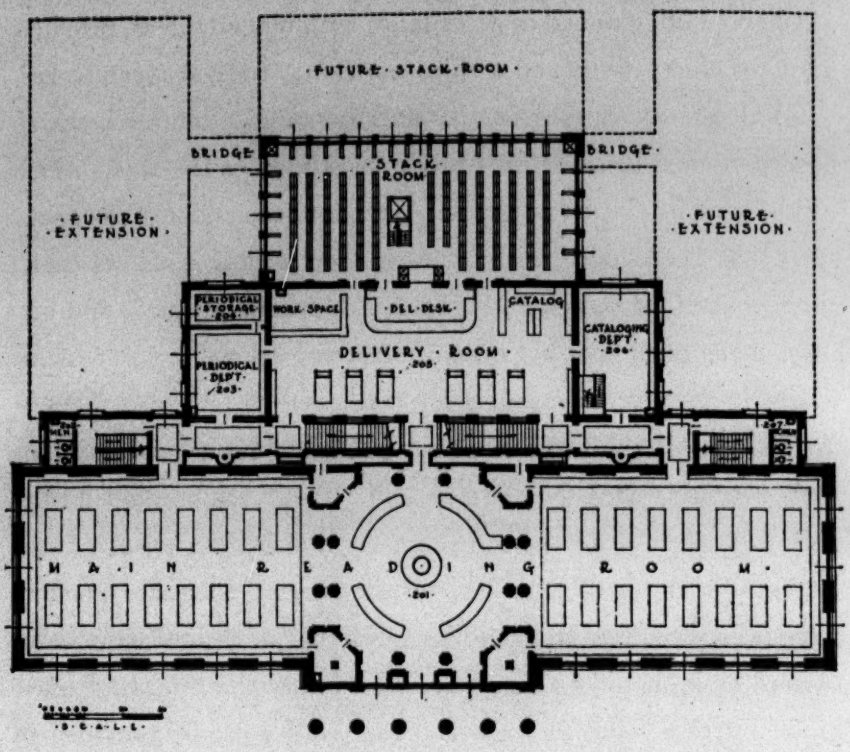
The growing number of books published every year together with a genuine need for more books for study has brought inevitably a larger staff for the competent administration of such a collection. For this staff small but, for the present, adequate quarters have been provided. It should be noted that, if the collection is to expand as it should to keep pace with knowledge, the staff must grow. Further room for this increased staff must be provided in the not too far distant future in the wings indicated on the plans in these pages.

In these various ways has the University of North Carolina sought to meet the problems of housing a modern university library so that the collection may be used to the best advantage.

How Many Books?

Any attempt to determine how large a university library should be is like trying to answer that celebrated witticism ot two decades ago: "How far is up?"

Discrepancies between examples are wide. Harvard University places 2,600,000 volumes at the service of its students and faculties. The University of Michigan Library increases each year by 30,000



SECOND FLOOR PLAN

The second floor is the one most used by readers in the new building. Here the two-hundred foot reading room extends across the front of the building, placed on the second floor to avoid noise of traffic and to gain better light and ventilation.

Behind the reading room is the Delivery Room, where books are distributed from the stacks to readers. This room has been located in almost the exact center of the building in relation to the book stack and the readers.

Administrative quarters occupy the space to the right and left of the Delivery Room. The stack here shows clearly the elevator and stair. The book conveyor comes up behind the delivery desk just inside the stack.

to 50,000 volumes. The new University of Illinois library is planned with stacks twelve stories high, and Yale with a veritable book tower capable of shelving four million books.

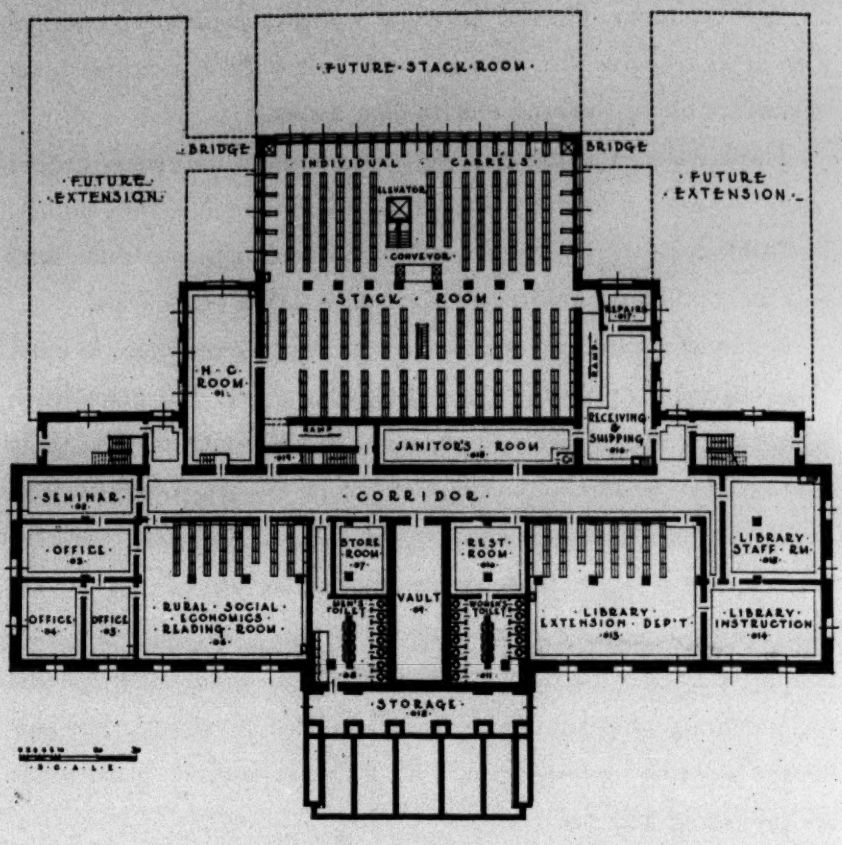
Those competent to judge hold that work of university caliber cannot be offered in an institution with less than 400,000 volumes. The Library of the University of North Carolina houses something over 200,000 books and receives annually 2,500 periodicals.

A university library must keep pace with knowledge. It must be a source of supply for a dozen major schools. The plain truth is that the state of North Carolina, like the South in general, is only on the eve of the development of its library resources. The University is looking forward to the future. The past, however worthy; the present, however commendable, are of less interest than what is to come. The University has high hopes that its Library may become *a great national library in the South*. To this end a definite program of expansion has been developed. The new library building represents one side of this expansion. Other needs are presented here.

Bibliographical Tools

One of the jobs the special investigator most frequently faces is the necessity to find out all that has been written on a particular subject. Once he would have had to discover all the books himself. Now others have done it for him.

What he needs in beginning an investigation is organized catalogs of books to tell him what to read; finding-lists—catalogs of great libraries—to tell him where these books may be seen. He wants indexes to periodical literature and to transactions of learned and scientific societies to unlock the vast stores of thought in these publications. These are bibliographical tools—as necessary to the



BASEMENT FLOOR PLAN

The basement in the new Library building is used to its full capacity. Since it is almost entirely above ground due to the contour of the ground, the rooms are well lighted and ventilated.

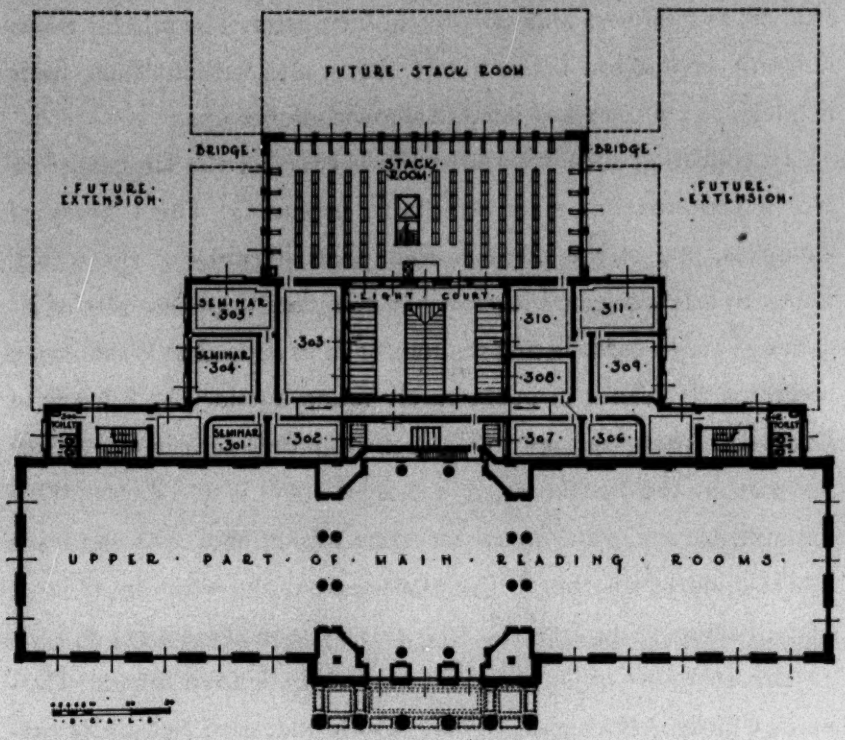
The Rural Social Economics department occupies the left end with offices, lecture rooms and library. The Library Extension department together with the future Library School quarters and the staff room are in the right end.

A reading room for the North Carolina Collection connects with the stack on the left.

student as hammers and saws to the carpenter. The scholar needs not only books, but books about books, and without them he is helpless, so complex has modern knowledge become.

In collecting such apparatus the Library of the University of North Carolina has made a notable beginning. The Library of Congress, one of the three or four great libraries of the world, issues to a few selected institutions complete duplicate sets of its catalog cards—cards listing millions of titles housed at Washington including thousands of books rarely found outside the Library of Congress. There are only two such duplicate sets in university libraries in the Southeast, and one of them is at Chapel Hill—an immense aid to the seeker for some special book who can learn in five minutes whether it is at Washington, and who can, in most cases, borrow it through the inter-library loan system.

But there are other great libraries in the United States—Harvard, Chicago, Michigan, Illinois, California, each rich in its peculiar treasures, which have published cards for those rare portions of their collections not to be found in the Library of Congress. It would be equally a saving of time and energy if duplicate sets of these special cards were also at hand, as they are in many large university libraries elsewhere. Yet there is no library east of the Mississippi and south of a line running from Washington to St. Louis where a union catalog of these cards can be consulted. In other words, investigators in the South begin their work under a handicap not felt by their rivals in the North and West. Until the Library of the University of North Carolina obtains such files of cards, its graduate work and the investigations of its professors must suffer in comparison with similar activities of universities in other sections.



THIRD FLOOR PLAN

The third floor is devoted entirely to seminar rooms where small graduate classes will meet. Meeting his class in the Library building gives the instructor the advantage of being able to make use of many books during his discussion.

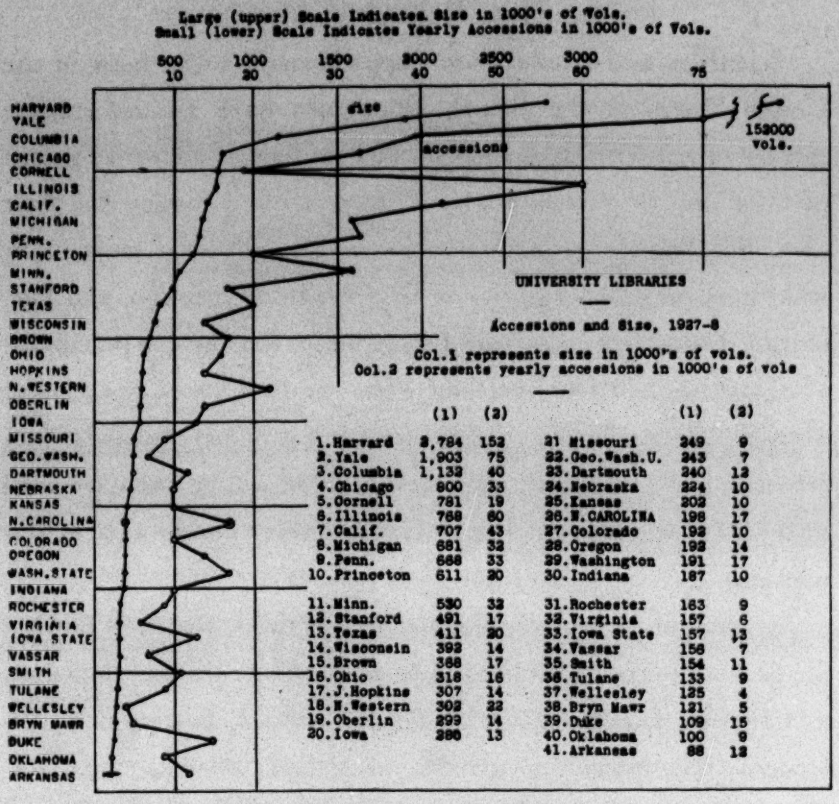
Fundamental Reference Materials

Scientists and scholars not happy enough to be born in the United States or the British Dominions have an unfortunate faculty of not writing in English. Nor do foreign countries go out of their way to publish works of reference in a tongue not their own. But knowledge in international. The physicist must know what goes on in laboratories in Cracow, Berlin, Tokyo, and Petrograd. The authority on world trade has to find out the possibility of navigating the Ob river and what the country is like around Tomsk. The psychologist may need a list of psychological laboratories in Vienna, and the professor of art will be unhappy until he finds out whether an obscure Italian gallery houses a particular painting.

At present the reference collection in the University Library might seem to the uninitiated quite ample. Here are encyclopedias, dictionaries, handbooks, yearbooks, almanacs, biographical collections, government documents, gazetteers, atlases, maps, statistical abstracts, and collections of clippings. But if he is a special student, he will not be so complacent, for, when he looks deeper, he will discover that the majority of them are English or American publications; or (to put it another way) that the Library is not sufficiently well equipped in foreign reference material. What it needs is similar collections of reference works for the foreign nations of the world; and, in addition, files of their journals and learned publications to a degree that the librarians do not like to talk about.

Distinctive Exhibit Materials

Mr. Henry Ford is reported to have said that his interest in engineering really began when he was placed in charge of the



	(1)	(2)		(1)	(2)
1. Harvard	3,784	152	21 Missouri	249	9
2. Yale	1,903	75	22. Geo. Wash. U.	243	7
3. Columbia	1,132	40	23. Dartmouth	240	13
4. Chicago	800	33	24. Nebraska	224	10
5. Cornell	781	19	25. Kansas	202	10
6. Illinois	768	60	26. N. CAROLINA	198	17
7. Calif.	707	43	27. Colorado	192	10
8. Michigan	681	32	28. Oregon	192	14
9. Penn.	668	33	29. Washington	191	17
10. Princeton	611	30	30. Indiana	187	10
11. Minn.	530	32	31. Rochester	163	9
12. Stanford	491	17	32. Virginia	157	6
13. Texas	411	20	33. Iowa State	157	13
14. Wisconsin	392	14	34. Vassar	156	7
15. Brown	388	17	35. Smith	154	11
16. Ohio	318	16	36. Tulane	133	9
17. J. Hopkins	307	14	37. Wellesley	125	4
18. N. Western	302	22	38. Bryn Mawr	121	5
19. Oberlin	299	14	39. Duke	109	15
20. Iowa	280	13	40. Oklahoma	100	9
			41. Arkansas	88	12

NORTH CAROLINA AND OTHER UNIVERSITY LIBRARIES

The forty-one university libraries listed here fall into three rather well-defined groups. The first eleven, the leading universities of the country, have libraries of more than 500,000 volumes. The next group of fourteen institutions have libraries of between 200,000 and 500,000 volumes. The final third is under 200,000 volumes.

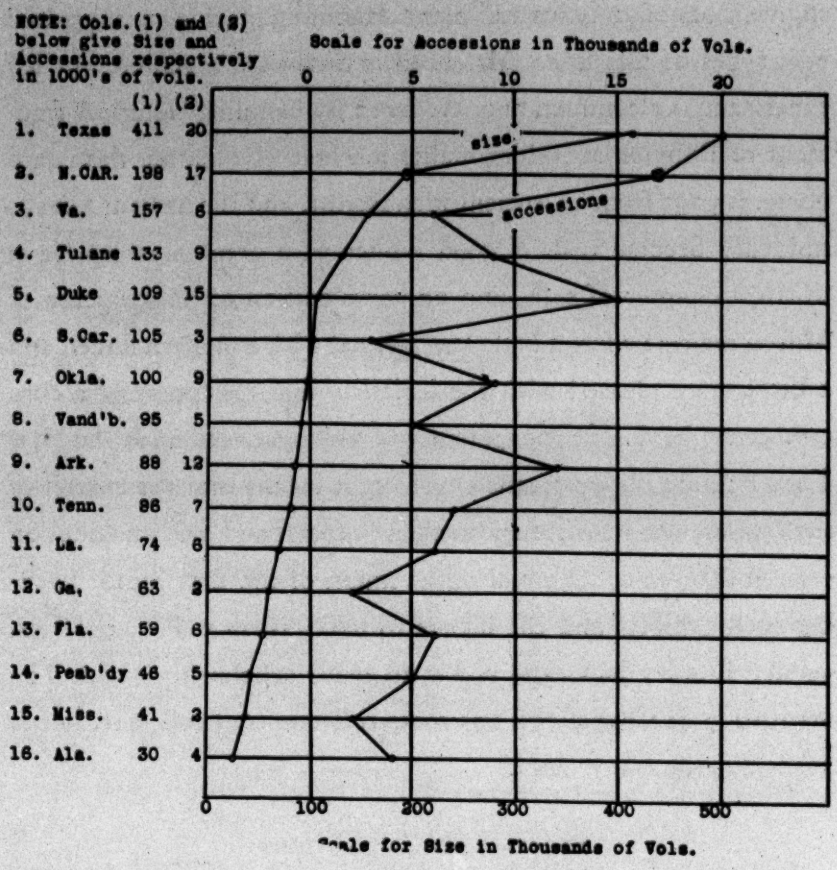
North Carolina climbed into the middle group in December, 1928, when her collection topped the 200,000 mark. This Library now occupies the lowest position of the second third.

engine room of an industrial plant. Handling machinery suggested new types of machines. Mr. Ford is doubtless a genius, but his experience is a common one. We learn by handling things. A fragment of Babylonian tablet makes a whole civilization flash into being. A page from an ancient manuscript, and the ancient Greeks suddenly become real. A good replica of a great masterpiece is worth a chapter of talk, and an early edition of Shakespeare or Milton makes us feel a little less pleased with a modern novel, and a little more pleased with the legibility and cheapness of a contemporary book. If the experience of such institutions as the New York Public Library means anything, it means that the exhibit of such collections by a library awakens interest and fires imagination —is, in fact, an educational achievement of the first order. Lacking such exhibits and the means to make them public, the University Library lacks the power to make scholarship vivid. The institution at Chapel Hill has some collections of this sort, but it needs a great many more.

Specialized Collections

In the public mind it would sometimes seem that universities are rated by their football teams, but to the scholar they are often rated by their special collections of books and their zeal in adding to them. For example, the richest amount of material on Dante is found in the Willard Fiske Collection at Cornell. The Goethe Collection at Yale draws investigators from the whole country. The Browning specialist wants to know what there is in the library of Baylor University before he looks elsewhere, and so on.

Such collections usually begin as some specialist in a given field (whether it be botany or chemistry, history or literature) pur-



NORTH CAROLINA AND SOUTHERN UNIVERSITY LIBRARIES

This chart shows the number of volumes in, and the volumes added to sixteen of the leading university and college libraries of the South for 1927-28.

The following five libraries spent most for books in this period:

Texas, almost $60,000.

Duke, over $52,000.

North Carolina, over $43,000.

Arkansas, almost $34,000.

Oklahoma, $22,000.

chases books for his own use. His collection grows. At his death it comes as a gift to a particular library, or it is thrown into the market and is often bought up as a whole by some institution. The institution then adds to the collection from time to time, and so its peculiar richness and its reputation grow. The North Carolina Collection of 40,000 titles at Chapel Hill has been developed during twenty-five years in this fashion. When such opportunities offer, they must be seized at once, and they can be seized only by instantly supplementing the normal book fund of a university library by special gifts—a practice that is increasingly common among the friends of Eastern and Middle Western libraries, but which is, alas! all too rare in the South although the requisite sums are often not large, and the South is becoming increasingly prosperous.

A National Southern Collection

The story of the South's part in the building of the nation, as compared with that of New England or the West, has never been adequately told. And yet the South has lived a life—social, economic, industrial, political—as distinctive as that of any other section. It has played a part in national history second to none of the others. Its contribution of leaders, particularly in the realm of politics, has been striking.

What, then, is the reason? The answer cannot be given in a single paragraph. There have been many causes. But the one fundamental cause has been that no individual or institution in the South has ever brought together in one great collection the materials—the books, pamphlets, newspapers, letters, diaries, and other human documents—on which to base the story. Nowhere in the South is there anything comparable to such great collections of

Americana as the John Carter Brown Library at Brown University and the Clements Library at the University of Michigan, the collections of Middle Western materials of the Burton Library of Detroit and the Wisconsin Historical Society at Madison, the Bancroft Collection in California of Spanish and Pacific materials, and the University of Texas collection of materials dealing with the Southwest and Mexico. Their resources have been available to writers and scholars.

The University, with its collection of more than 40,000 titles dealing directly with North Carolina (and incidentally with Virginia, South Carolina, and Tennessee) has indicated what can and should be done by way of forming such a collection, and eagerly awaits the opportunity to undertake this task.

A Library School

If the need of a library school at the University has not been more keenly felt, it is because the South has lacked modern library facilities. Long ago crotchety Thomas Carlyle said in his decisive way that the public library was the people's university. The South must have more such "people's universities." Whereas the average per capita circulation of public library books in the United States is 3.20, in the South it is only .465. In the New England states only 2-3/5 per cent. of the inhabitants are without public library facilities; in the South 71 per cent. of the people lack them. As the University of North Carolina through its graduate school is training experts for the state and for the South; as, through its Institute for Research in Social Science, it is studying the special problems of Southern life; as, in its University Press it is endeavoring to encourage the publication and reading of books by Southerners, so it

is the hope of the Library at Chapel Hill that there shall soon be established a library school for the training of librarians and teachers in these Southern states.

Public libraries are on the increase. Public schools and high schools are putting in library books. Yet, south of the Mason and Dixon line, there is at present only one institution available to train librarians among the white people. So far the University has been able to provide merely casual instruction in library work—classes in the summer school, and random courses in the regular session. As a part of the program of social welfare now being worked out at Chapel Hill, a library school is needed, where librarians, like lawyers and doctors and teachers, may secure expert professional training. With its magnificent new building as a laboratory for the school, such an institution would not only be in harmony with the program on which the University has embarked, it would offer opportunity through the sending out of trained librarians for the South to tap the vast reservoirs of human knowledge.

UNIVERSITY DAY, 1929

REFERENCE to the statistical charts on pages 20 and 22 shows that, among the libraries of the universities of the country as a whole, the University of North Carolina Library has achieved—certainly as compared with other Southern libraries—worthy distinction. This distinction is based largely upon two facts: namely, that in 1906-7 when the present building was erected, the building fund of $55,000 given by Mr. Andrew Carnegie was matched by friends and alumni with endowment for books, and that the University placed the administration of the Library upon the same basis as that of its schools and larger departmental units.

If the Library is to add to the distinction which it has achieved and is to serve the University to the fullest extent it is capable of, it is important that, when the building is dedicated on University Day, 1929, the University be able to announce additional endowment sufficient to provide both for the general upbuilding of a number of sections of the Library and to make possible a high degree of specialization in certain fields. For the former, the book fund of approximately $40,000 for the past two years should be greatly increased, and for the latter, such amounts should be made available as specialization in particular fields may seem to warrant.

In the foregoing pages, fundamental reference material, bibliographical tools, a great Southern collection, and a library school have been singled out, not only on account of their special importance, but also by way of illustration. History or philosophy or literature or the fine arts or science or the social sciences or the professions could be selected as well, and University Day, 1929, is set apart as the day for the perfection of plans for their permanent enrichment and support.

HISTORY OF THE LIBRARY—1795-1929

The following unusual gifts, acquisitions, and events are recorded in the history of the Library since its founding in 1795.

1795 —Founded with the libraries of the Dialectic and Philanthropic Societies, the first books received being gifts from the United States Congress and General William Richardson Davie.

1825 —Nine hundred and seventy-nine volumes purchased in Europe by President Caldwell at a cost of $3,234.74.

1835 —Total holdings, Society libraries 6,000 volumes, University Library 2,000 volumes.

1850 —Smith Hall (present Playmaker building) erected as first library building and named in honor of Benjamin Smith, largest early benefactor of the University.

1884 —Library of the Elisha Mitchell Scientific Society founded.

1886–7—Society libraries merged with University Library.

1901 —Gift from Mr. Henry Weil for library equipment and works in economics.

1904 —Courses in Library Science offered in the Summer School.

1904 —Gift of $5,000 from E. M. Armfield for works on English Literature and Language.

1906 —Gift of $55,000 from Andrew Carnegie for present Library building.

1906 —Title to 15,000 volumes belonging to the Society libraries conveyed to the University Library and administration of library placed on same basis as that of other University schools or departments.

1906–7—Fifty-five thousand dollars secured as endowment for the library equaling the Carnegie building fund: from the family of Samuel May, for Romance Literature; from John Sprunt Hill, for North Carolina History; from E. M. Armfield, for English Literature and Language; from Mary Groome McNinch, for Southern Poetry; from Mildred Cameron, for Chemistry; from Isaac Emerson, for Physics and Electrical Engineering; from George Foster Peabody, for International Relations; from Frank P. Milburn, for Art and Architecture; from Mrs. Henry M. Flagler, for Confederate History; from former students of Judge John Manning, for Law; from alumni and friends, for books for the general Library.

1907 —Library containing 45,822 volumes moved into present Library building.

1910 —Gift of $1,750 from alumni and friends for the establishment of the Eben Alexander Greek Fund. Gift of library and portrait of Dr. Alexander from his family.

1911–12–Gift of 2,400 volumes from Cross Creek Lodge, I.O.O.F., Richard H. Battle, the family of Dr. Edward Graham Daves, Mrs. Palmer Cobb, Mrs. John L. Bridgers, and Mrs. Julia Graves.

1917–18–The position of Curator of the North Carolina Collection established by John Sprunt Hill, and extensive donations and loans of books and other materials from the libraries of P. L. Groome, Dr. H. T. Bahnson, N. T. Cobb, Jr., and T. H. Battle.

1918 —Purchase of 10,000 titles on North Carolina in the Stephen B. Weeks Collection.

1918–19–Nine hundred and fifty volumes of chemical journals received through purchase of the Herty Collection and through gift of President F. P. Venable, W. R. Kenan, and former students of the Department of Chemistry.

1920 —Gift of 1,300 titles dealing with the history of the University, North Carolina, the Confederacy, and the Episcopal Church, received from the family of President Kemp Plummer Battle.

1920 —Gift of 700 titles relating to North Carolina received from the family of Col. A. B. Andrews.

1921 —Total collection reached 100,000 volume mark.

1924 —Library of Dr. C. Alphonso Smith, containing 5,000 volumes, received by bequest.

1925–6—Set of 1,000,000 author cards of books in the Congressional Library received for bibliographical purposes.

1926–7—Eighteen thousand one hundred ninety-one volumes received through purchase, gift, and exchange.

1927 —The William Richardson Davie Memorial Collection founded by Preston R. Davie.

1927 —Appropriation of $625,000 for new Library building made by the Legislature.

1927–8—Budget of $101,000 for all Library purposes adopted.

1927–8—Gift of 1,018 volumes from the Library of Judge W. A. Hoke received from Miss Mary McBee Hoke.

1927–8—An anonymous gift of $10,000 received for the purchase of law books in memory of Dean Lucius Polk McGehee.

1928 —Ground broken for the new Library building.

1928 —Two hundred thousand volume mark reached; over 2,500 periodicals, journals, and transactions of societies regularly received.

Sent to TA by Wilson's secy (Mishaw) with letter of 2/4/30

NC-81.2

TRAINING FOR LIBRARIANSHIP IN THE SOUTH

By

Louis R. Wilson, Librarian, University of North Carolina

In this paper on training for librarianship in the South, it seems important to me to present the following aspects of the subject:

1. The part which the library is to play in raising the level of general educational attainment in the South in the next decade; 2. the necessity for the professional training of the, to the South, comparatively new type of educational leader and teacher, the librarian, who affects the general educational program through books and other library resources rather than through lecture, textbook, blackboard, and scientific laboratory; 3. the character of the training agencies which will be required; 4. the kinds of training to be provided; 5. the number and distribution of such agencies; and, 6. the financial support, physical and technical equipment, and personnel which will be required to insure their successful operation.

I. Part to be Played by Libraries

No thoughtful person who contrasts the educational scene of today with that of the year 1900 can fail to discover that the level of general educational attainment in the South is far higher now than then. Lengthened school terms, vast capital outlays for buildings and equipment, largely increased operating and endowment

funds, the establishment of summer schools, practice schools, and schools of education for the professional training of teachers, perfected systems of certification and general administration, all bear testimony to the fact that the graduate of the Southern high school or college of today goes out into life better equipped to meet its high adventure than his predecessor of thirty years ago. The expenditure of thirty million dollars annually upon the maintenance of the public schools in North Carolina today as against one million dollars in 1900, the enrollment of 110,000 pupils in the high schools last year as against 7,144 in 1907-08, the offering of professional courses for teachers on every college campus in the state, the consolidation of schools and transportation of school children in all save one of the hundred counties, the increase in the state's maintenance funds to the state university from $25,000 in 1900 to $860,000 in 1928, and the bringing into existence within a five-year period the new physical plant of such an institution as Duke University through private means are but typical of what has been transpiring educationally throughout the entire South during this period.

Nevertheless, while the rise of the level of general educational attainment has been notable, it is none the less true that Southern educational leaders have had to deal first with the quantitative aspects of education rather than the qualitative. In thinking about the future of education in the South, it would seem that the time has come when the qualitative as well as the quantitative should receive increasing consideration.

I make bold to predict that the next decade will witness a distinctive rise of the level of general educational attainment in

the South, and that its nature will be qualitative rather than quantitative. I go further and say that the agency which will contribute to this rise as much as any other will be the library.

I base this prediction upon five significant facts. Sir Francis Bacon stated the first of these in his essay Of Studies three centuries ago when he said "Reading maketh a full man." Unfortunately, Sir Francis simply stated his observation and let it go at that. Science, as we know it today, was in its infancy and such scientific tests and measurements as are applied to educational processes today could not be utilized to demonstrate the validity of his statement. But in the papers presented here yesterday by Dean Gray of the School of Education of the University of Chicago and Mr. Koos of the Winston-Salem schools, the validity of his observation has been attested in the scientific terms of the present day educational expert. They have shown conclusively that the pupil in the grades or the student in college who makes intelligent and extensive use of library materials, in addition to the use of lecture and textbook, sees the subject under investigation more clearly and comprehends its total relationships more fully than the pupil or student who fails to use such materials. Stated concretely, they have demonstrated that the per cent of promotions of such students to the next higher grade or class is definitely higher than that of students who do not make extensive use of library materials. It is this fact which, in other sections of the country, has placed the library in the heart of the school and sends every pupil enrolled to the library for specific study for a fixed number of periods per day or week. It is this fact which makes necessary in such libraries as those of the University

of Illinois and the University of North Carolina, which have been dedicated within the last few days, the provision of seats for three times as many students per thousand as were required ten years ago in college and university libraries; it is this fact which has caused the Association of Colleges and Secondary Schools of the Southern States to adopt its present high school library standards and start a committee to work upon the upward revision of its college library standards; it is this fact which has influenced one of the great foundations to start an investigation of library resources of the small colleges of the country because it is convinced that teaching, unsupported by library resources, falls far short of being the best sort of teaching. And it is this fact which, if fully understood and acted upon by state, county, and city superintendents of schools in the South can bring about, as much as the lengthening of the school term, the professional training of teachers, or any other single thing, the lifting of the per cent of promotions among the white and colored school children alike throughout the South. It can reduce the tragic waste of educational effort in a state educational system such as North Carolina's in which only two white children out of every three succeed in passing from one grade to the next higher, and only one out of two colored children. In this way the purposes of the school can be more perfectly realized qualitatively, and the level of educational attainment raised.

The second fact on which I base the prediction is that the educational expert has recently taught us that the old adage, "you can't teach an old dog new tricks," is untrue. Or, if it is true for old dogs, it is untrue in the case of mature men. The dictum of William James, the acknowledged leader in the field of

educational psychology in the past generation, that the majority of us were old fogies and stopped learning at twenty-five, has been sharply contradicted, and it has been scientifically demonstrated by Professor Edward Thorndike, a brilliant blazer of new educational trails today, that the period after twenty-five, if properly utilized, can be made one of the most fruitful in intellectual accumulation and accomplishment in the whole life span.

The third fact which underlies my prediction is so obvious that it scarcely needs stating. Life has become so complex for the vast majority of men that even if they wished they could not cease to study the work they have in hand and their relation to the life around them. This has not always been true in the South. Life in the ante bellum, slave-owning era was simple. But even in the field of agriculture the scene is far more complicated today than it was before 1860. The boll weevil alone has made necessary knowledge of insecticides and rotation of crops. Scientific breeding of long lint cotton has been required to take the place of the almost extinct sea-island staple. The fruit fly in Florida likewise has temporarily confronted a state with a serious economic puzzle and the housewives and mothers of the nation with problems in household economy and infant feeding.

Complexity of modern civilization has made itself felt not only in law, medicine, engineering, and the various learned and scientific professions, but in business and industry as well. It is because of this new complexity that 1,500,000 men and women of maturity were enrolled in correspondence courses last year. It accounts for the presence in such great industries as the American Telephone and Telegraph Company, General Motors, Metropolitan Life

Insurance Company, Bankers Trust Company, Pennsylvania Railroad Company, and many others, of highly specialized business libraries which are considered as indispensable as the experimental and scientific laboratories of all such industrial institutions. This being true for the nation as a whole, it is inconceivable that the area stretching from Lynchburg to Birmingham, rich beyond measure in coal and iron and water power, and in those respects potentially able to support as varied an industrial civilization as that of Pennsylvania and New York, will continue to overlook this keen-edged tool of industry as well as solvent of the social and economic ills by which industry in other sections has been splendidly served. It is highly probable that our Southern tobacco and cotton farmers, who are experiencing the blighting disaster of low prices, that our Southern state, county, and city governments, which are struggling with the intricate problems of taxation, could remedy somewhat the distressing plight in which they find themselves, if for the rule of thumb the rule of exact information might be substituted. Knowledge is power, and the sort of knowledge which has been essential in the South to maintain a civilization based hitherto on an agricultural foundation will not give men power to win increasing economic freedom where it must be won from narrow margins under highly competitive conditions. Stated concretely, the South with 24 per cent of the nation's population, but only 5 per cent of the nation's business and industrial libraries, stands handicapped in this respect as it toes the starting line in the industrial race. I go further and say that it is not inconceivable that the South could have escaped some of the industrial loss and tragedy which the press has been reporting daily in

Elizabethtown, Gastonia, and Marion had it been more familiar with the history of industrial and social progress as it has been slowly and painfully worked out in other times and places. In this instance, knowledge might give power over social bitterness and stay the footsteps of tragedy.

The fourth basis for my prediction is that the proper utilization of leisure, as well as the complexity of life and the keenness of industrial competition, will make an increasingly heavy demand upon the library resources of the South. From 1860 to 1910, the South, economically speaking, could think only in the terms of bread and butter, as it was not until 1910 that its per capita wealth equalled that of 1860. Since 1920, however, the economic burden has been lifted from the shoulders of thousands with the result that hundreds of individuals are pursuing special studies today where dozens were formerly involved. The University of North Carolina, whose participation in the adult education and university extension movements of today may be considered as typical of libraries and universities in general, enrolls as many students in correspondence courses and extension classes as are now present on the campus and successfully directs the informal study of more than ten thousand women in special reading courses.

The final basis for my prediction is the increasing faith of Southern individuals, school, college, and university administrators, educational foundations, and city, county, and state governing bodies in the library as an agency for promoting education. The setting up of high school library standards by the Association of Colleges and Secondary Schools of the Southern States, the entrance of the Rosenwald Fund into the field of county library

development, and the matching of Rosenwald Fund allotments by the city and county administrations of Davidson and Mecklenburg counties evidence a new point of view concerning the value of the library and bear eloquent testimony to its ability to raise the level of the South's general educational attainment to a new height.

II. The Necessity for Training for Librarianship in the South

If the foregoing conclusions are correct, it follows that the South must give serious and immediate attention to the task of training those who shall direct and make generally effective this educational force. It must not make the mistake of thinking that the men and women who are to organize and direct and make effectively available library materials on this increased scale can be secured without providing thoroughly equipped and competently staffed library schools for their technical training. It must think of librarianship somewhat as the charter members of the Institution of Civil Engineers of London one hundred years ago thought of civil engineering when they conceived of it as the "art of directing the great sources of power in nature for the use and convenience of man." It must conceive of librarianship as the "art of directing the great sources of power in books for the use and convenience of man." The South must realize that librarianship "fulfills its function through mastery of the science and art of making, building, or using collections of books and library tools, buildings, equipment, and the like," and that it requires special knowledge, not only of books and other library materials, but of the laws of economics, sociology, and psychology as well. It must understand that the modern public has no greater justification for expecting

adequate service from librarians without adequate library schools than it has for expecting expert service in the fields of education, law, and medicine without adequate facilities for training therein. The fact that only one librarian may be needed to every ten teachers, if the public schools are to be properly manned, does not lessen the necessity of having that one as thoroughly grounded in his specialty as the other ten are in theirs.

III. Character of Training Agencies

The character of the agencies which will be entrusted with this important task, therefore, is a matter of major educational importance. If the experience of the library profession can be relied upon for guidance, it is clear that the most effective agency is the fully equipped, adequately staffed library school, located upon the campus along with the other undergraduate, professional, and graduate schools of a modern American university. Other types, such as special departments in connection with teacher training institutions for the training of school librarians, or the training classes of large public libraries where training for the routine of the individual library is concerned, and summer schools, will be required.

IV. The Kinds of Training to be Provided

The kinds of training to be provided in such schools have already been suggested, if not specifically stated, in this paper. The training of the school librarian is a matter of immediate importance. The standards of the Southern Association, which go into effect in 1930, will require 488 partly trained and 445 trained librarians, if the requirements are fully complied with. Standards not so high have also been set up by the state departments of education in Virginia, North Carolina, and Florida.

The result has been that hundreds of students have been seeking library instruction during the past summer and that institutions which never offered courses before have had significant enrollments the first year. The following were recorded last summer: Alabama, 17 at one institution; Florida 23 at one institution; Georgia 29 at one institution; Kentucky 89 at two institutions; Louisiana 27 at one institution; Mississippi 6 at one institution; North Carolina 144 at two institutions; South Carolina 6 at one institution; Tennessee 201 at two institutions; Texas 90 at four institutions; Virginia 268 at two institutions -- a total of 900. And within the past three years, in addition to the existing schools at Atlanta for whites and Hampton for negroes, the following institutions have established formal schools or departments for their regular terms: Florida State College for Women, North Carolina College for Women, Eastern Kentucky Teachers College, University of Tennessee, Peabody College, Southwest Texas Teachers College, Texas College for Women, West Texas Teachers College, and the University of Virginia (by extension in Charlottesville).

Training for public and county library work is equally imperative. The recent entry of the Rosenwald Fund into this field will greatly quicken this type of library development. Recent campaigns, such as that conducted by the Citizens' Library Movement here in North Carolina, investigations of library conditions, and demonstrations such as those afforded by county libraries at Greenville, S.C., Charlotte, Chattanooga, and Birmingham have focussed the attention of the public upon the advantages which the county library has to offer the sparsely settled agricultural, as well as the thickly settled industrial,

areas of the South.

The demand for thoroughly equipped college and university librarians may not be as apparent as that for the schools, cities, and counties, but it is none the less insistent. Only so recently as 1912, it was a fixed rule in two of the major universities of the South that the rank of the librarian could not exceed that of an associate professorship. At that time, no Southern university library east of the Mississippi maintained a regular annual budget of over $15,000. Book funds ranged under $10,000. Cataloguing staffs were three or less. The total enrollment of the largest graduate school was not in excess of fifty. Highly complex collections, such as the North Carolina Collection and the department of Rural Social Economics in this University, were practically unknown. And no Southern university library east of the Mississippi had as many as 100,000 volumes. But recently this picture has radically changed. Last year Mr. McMillen of Louisiana State University published the statistics of twelve Southern university libraries east of the Mississippi. Of these six spent between $15,000 and $52,000 for books. Six had salary budgets ranging from $17,000 and $53,000. One reported a staff of 22 members. In 1928-29 another had built up a cataloguing staff of ten and added over 22,000 volumes. The total increase in volumes for North Carolina colleges and universities for 1928-29 was 55,043, and at the beginning of the present fall term the University of North Carolina had a total of 210,000 volumes and during the summer and fall quarters had enrolled 628 students in its graduate school. The larger university and reference collections now rapidly spreading throughout the South call for a type of training of which the South is sorely in need

and without which its libraries of research and investigation cannot be properly manned.

What the demand for the business librarian will be is not so clear. "Book larnin'" as applied to agriculture in particular has been strongly resisted in the South. The fact that North Carolina reports only two special libraries out of the 975 in the country speaks eloquently of the ascendancy of the rule of thumb over the rule of exact information in the realm of industry--and that too in the face of the fact that in 1927 it produced a total of $205,000,000 in cotton and tobacco crops, $425,000,000 in textiles, and $415,000,000 in manufactured tobacco products. But within the past two years the state has spent approximately $50,000 in assembling data on its tax problem, and it is inevitable that as competition becomes keener, the special library and scientific laboratory will come more and more into demand. And along with the demand for librarians for these positions will come the demand for the trained archivist, the art librarian, the public health librarian, and special librarians in other fields which comprise a unified and highly complex modern civilization.

V. The Number and Distribution of Training Agencies

The fifth aspect of the general subject of training for librarianship in the South is that of the number and distribution of the proposed training agencies. What this number shall be and where they shall be located no one can say. There are, however, several suggestions which might well be considered. First of all, it would seem that while the demand for additional agencies is real, institutions considering their establishment should proceed only after the most careful investigation of what is involved.

Quick decisions to enter the field and institutional rivalry should be avoided. During the past academic year 1347 students were enrolled in library schools in the United States and Canada. Of these 112 were from the South. The other 1235 were in library schools in the highly developed library areas of New England, the Middle Atlantic, the Middle West, and Pacific Slope states, in which library schools have appeared slowly and at points where they were essential to the service of well defined library areas. Something of the same thoughtful consideration should be given the establishment of Southern library schools, especially those which undertake to train for all the types of service mentioned above.

In the case of teacher training institutions which are confronted with the necessity of training teacher-librarians and school librarians, it should be remembered that while all of them should offer courses in children's literature, probably only one or two per state should offer complete curricula, as, at most, the ratio of librarians to teachers cannot soon be expected to exceed one to ten, and the undue multiplication of agencies can consequently only reduce the effectiveness of all offering instruction. Provision for summer school courses should also be thought through carefully upon this same basis, and, as far as possible, all agencies should attempt to work out their curricula in such way as to effect the highest degree of coordination and consequent saving of a student's time, training, and arrangement of academic and professional credits. An accord should also be sought as to entrance requirements and transfer of credits, as whatever is done now should be soundly based and in the interest of the largest and most permanent good.

These suggestions for schools for whites are equally applicable to training agencies for negroes. The school at Hampton has made an excellent beginning, and upon the completion of the addition to the main library, will be able to take care of an increased enrollment. It is inevitable, however, that with the increased demand for service to negroes through school, college, public, and county libraries, and with the multiplication of college and university resources for negroes such as are being provided through proposed new libraries at Fisk University and the University of Atlanta, other schools will be required. Here again, location upon college or univeraity campuses will be highly desirable and provision for summer courses and special institutes will be necessary. Apprentice classes in connection with colored branches of large public libraries may also prove of decided worth in the preparation of local workers.

VI. Financial Support, Physical and Technical Equipment, and Personnel

In undertaking the establishment of a general library school which will measure up to the standards of the American Library Association, it should be clearly understood what physical and technical equipment and personnel will be required and what their adequate provision will cost. The American Library Association, through its Board of Education for Librarianship, has worked out tentative model budgets for such schools from which it is apparent that the task should be undertaken with due regard for all the elements involved. Study of the operating budgets of library schools now in existence also point conclusively to the fact that American library education today is costing well up with the most expensive type of special training, medical training being included.

The tentative budget for a model school calls for the expenditure for all purposes of a minimum of $35,000 annually for a school enrolling fifty pupils, and data taken from the operating budgets of the more successful schools with such enrollment show that actual expenditures range well up towards this amount. A director, three or four full-time instructors, part-time instructors, and special lecturers, a secretary and readers or revisers are essential by way of staff. Desks, chairs, typewriters, and other furniture for staff and fifty students run into rather high figures, and the initial cost of general reference and bibliographical materials and special technical practice materials can easily run well up towards $25,000. In these respects the initial expense for an institution having from one to two hundred thousand volumes will be far greater than that incurred by such institutions as the Universities of Michigan and Minnesota with 600,000 volumes where extensive holdings of this character formed a part of their libraries before their library schools were organized. The expense for staff will also be proportionally higher because, unlike professors of English or history or mathematics who are largely drawn from the South at comparatively low salaries, the professors in the library schools will have to be drawn from the more highly competitive library areas of the East, the Middle West, and the Pacific Coast. Travel, printing, subscriptions to current journals, new books, provision for loan funds and scholarships, practice collections and equipment for special types of libraries complete the picture.

I have not spoken so far of a number of matters which have to be omitted for lack of time or are to be discussed by others at this conference. I have taken it for granted that in projecting

schools or providing training of any character the standards and ideals of training maintained by the American Library Association will be constantly kept in mind. I have also taken it for granted that each institution which enters the field will have to decide for itself whether it shall be a junior undergraduate, a senior undergraduate, or a graduate school. In the case of schools for school librarians I have also taken it for granted that due consideration will be given the place in the curriculum for courses in psychology and education. I have also not spoken of the part which national foundations might take in assisting Southern institutions in placing library training on such a sound basis as to insure the greatest possible effectiveness. I am strongly convinced, however, that the same methods which have been employed with such signal success in the South during the past twenty years by several of the foundations in providing buildings for public libraries and schools of education, in establishing professorships of secondary education and inspectors of high schools, in encouraging study in the fine arts, and investigation in the fields of the social sciences can be applied to training for librarianship in equally helpful ways.

Others who follow me on the program will speak of these and other matters. It has been my purpose to point out some of the more general aspects of the subject in the hope that here in the South we may thoughtfully and effectively meet the challenge of the hour for the training of a steadily increasing group of librarians who are masters of the "art of directing the great sources of power in books for the use and convenience of man," and thereby contribute in a large and significant way to the qualitative enrichment of the South's educational and cultural life.

Exhibit D

THE REPORT OF THE LIBRARIAN OF THE UNIVERSITY OF NORTH CAROLINA 1928-29*

To the President of the University:

I have the honor to present the report of the Library for the fiscal year July 1, 1928, to June 30, 1929, together with additional information covering the general work of the Library to November 20, 1929.

The most significant events in the activities of the Library since my last report have been the completion, occupation, and dedication of the new library building; the focusing of attention of the South upon the subject of libraries by means of the meetings of the second Southern Conference on Education, and the Southeastern and North Carolina Library associations; the establishment of the Hanes Foundation for the Study of Materials Illustrative of the Origin and Development of the Book; the acquisition of many notable gifts to form the foundation of the Southern Collection; and the announcement of the receipt of funds for the establishment of a library school and other special collections of library materials. The most disquieting event of the year was the failure of the legislature to provide increased funds for the enlargement of the library staff and the more effective administration of the building, and the reduction of $8,000 in the book fund made necessary by the anticipated deficit in the state's revenues for 1929-1930.

The New Building Occupied

The new building, which was formally dedicated on October 19, with Mr. Andrew Keogh, librarian of Yale University and president of the American Library Association, as principal speaker, was completed during the summer. While it has been used for only a brief time, it is easily evident that in it the University possesses a building which is admirably fitted to the uses of a great university library and at the same time is unusually pleasing architecturally. Its administrative and technical offices, its reading rooms for undergraduates, its main reading room for advanced students, and its carrels and seminars for graduate students and members of the faculty, have been worked out in a well balanced way, and all lend themselves to a more thorough and effective type of work than has been possible before.

Notable Foundations and Collections

As has already been indicated, the year has witnessed the establishment of a number of notable foundations and collections. These, as announced on the occasion of the dedication of the building and as described in the press, have been provided as follows:

Five hundred or more American plays, many of them illustrative of the early period of American play writing, from Archibald Henderson to form the basis of the Archibald Henderson Collection of American Drama.

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* Reprinted from the President's Report, December, 1929.

A copy of the Breeches Bible, a rare and notable version of the Bible published in London in 1599, from Rev. J. T. Mangum.

Ten Singhalese manuscripts of the seventeenth and eighteenth centuries from Dr. W. P. Jacocks.

Nineteen late eighteenth-century engravings of scenes from Shakespeare from W. W. Davies, for the Fine Arts Collection.

From John Motley Morehead and Rev. R. G. Shannonhouse for the Incunabula Collection, $650.00.

From Alexander B. Andrews for the establishment of the Alexander B. Andrews Library Fund, $1,000.00, the income to be used for such purposes as may be decided upon by the officials of the Library.

From Preston Davie, of New York, for the establishment of the William Richardson Davie Library Fund, $5,000.00, the income to be used for such purposes as may be decided upon by the officials of the Library.

As an addition to the Hill Fund, Mr. and Mrs. John Sprunt Hill have given $6,000.00, the income to be used in the acquisition of North Caroliniana.

THE HANES FOUNDATION

Mrs. Robert Lassiter, Alex. S. Hanes, Fred M. Hanes, James G. Hanes, Robert M. Hanes, Ralph P. Hanes, John Wesley Hanes, and Mrs. Thurmond Chatham, children of John Wesley and Anna Hodgin Hanes, have given $30,000.00 for the establishment of the Hanes Foundation for the Study of the Origin and Development of the Book.

SOUTHERN COLLECTION

Through the coöperation of Professor Hamilton of the Department of History and Government, and others, the following gifts for the Southern Collection:

Funds for the acquisition of materials: $1,000.00 from A. M. Kistler, $2,000.00 from the Institute for Research in Social Science.

Newspaper files and journals from the Misses Bellamy, the Misses Alston, E. J. and Thomas Hale, the Misses Kingsbury, E. S. Parker, Mrs. William Calder, B. S. Colburn.

Manuscripts from Miss Mary W. Brown, Walter Bullock, Claiborne M. and Austin H. Carr, Miss Minerva Collette, Caswell County, Chatham County, Mr. and Mrs. George Cunningham, Miss Sallie Dortch, David M. Fairley, Miss Adelaide Fries, Miss Elizabeth R. Hamilton, Lewis Hanes, Mrs. Thomas Long, Mrs. Robert McMurdo, Mrs. Rosamund H. Meadows, Isaac W. and Mrs. L. G. Murchison, Miss Josephine Osborne, Mrs. Sarah Graham Peck, S. S. Robins, Mrs. Thomas Robinson, Burton H. Smith, J. Laurence Sprunt, Sheperd Strudwick, R. A. Urquhart, Miss Eleanor Vass, Mrs. James W. Vernon, Lindsay Warren, George S. Wills, Mrs. J. Austin Yates.

General materials from David R. Barbee, Mrs. Isabel D. Bronson, Mrs. W. H. S. Burgwyn, Miss Mary Dodson, A. H. Carrigan, A. B. Carrington, Miss Mary D. Carter, W. H. Clark, Mrs. C. C. Covington, Mrs. Bryant Cumming, Charles W. Dabney, Thomas P. deGraffenreid, Robert C. deRosset, Miss

Evelyn A. Dutton, William Elliott, Mrs. Lida M. Carr Flowers, P. D. Gold, Armistead C. Gordon, Clinton W. Graydon, Mrs. Lizzie Hall, Mrs. Margaret C. Hall, Mrs. Benjamin K. Hays, James H. Hill, Mrs. George F. Harper, Miss Emma Harris, Charles Jacocks, Miss Catherine Johnson, J. Y. Joyner, S. W. McCallie, W. H. McEachern, Lawrence S. MacRae, Mrs. Harriet C. Nutting, Mrs. Hunt Parker, A. H. Patterson, John L. Patterson, Julian W. Phillips, W. H. Potter, Alexander F. Robertson, Charles G. Rose, A. M. Thompson, John A. Tucker, B. B. Williams, Randolph Winslow, R. W. Winston, Mrs. Jessie Woods.

Special Collections. The Butler papers from Marion Butler; the Bennehan Cameron papers from Mrs. Bennehan Cameron, Miss Belle Cameron, and Mrs. John Labouisse; the Robert S. Phifer collection from Mrs. Robert S. Phifer; the Charles L. Coon collection from Mrs. Charles L. Coon; the Claude Kitchin papers from Mrs. Claude Kitchin; the W. B. McKay collection from Mrs. W. B. McKay; the Joseph Morehead papers from Mrs. Joseph Morehead; the Henry Groves Connor papers from the Connor family; the Benjamin S. Hedrick collection from the Misses Hedrick; the Josiah Turner papers from Mrs. J. M. Freeland; the deRosset papers from W. L. deRosset; the Daniel L. Russell papers from Mrs. Frances G. Sawyer.

For the establishment, equipment, and maintenance for five years of a school of library science, $100,000.00 from the Carnegie Corporation of New York.

PLANS FOR THE FUTURE

With the provision of an adequate building and the support of friends and foundations evidenced in substantial fashion, it would seem particularly timely for the University to map out the part which the Library is to play in the University in the future. The time has unquestionably come when the University must not only strengthen the general materials which are represented by the collection of 210,000 volumes. It must also begin in a serious, purposeful way to build up highly specialized collections which will differentiate the work of the University from that of other institutions, and bring the University distinction in the fields of teaching and research that can not otherwise be achieved. Beginnings in the fields of North Caroliniana, Southern materials, rural social-economics, materials illustrative of the origin and development of writing and printing, must be carefully extended. The bibliographical resources of the Library must be rapidly expanded, and its trained personnel must be so increased as to provide a more extensive and more highly skilled service than is now obtainable. To this end the book fund from state sources should be at least doubled, the assistance of individuals interested in the development of special aspects of the Library's work should be sought, and highly trained assistants should be provided for every department. The enrollment of more than six hundred students in the Graduate School, the increasing demands made upon the Library by professors and investigators, the necessity of handling in a skilled way the technical and complex materials which are made available through private gifts, such as the Hanes Foundation and Southern

Collection, place a burden on the Library which can not begin to be met by means of the inadequate funds now available.

DISTINCTIVE GIFTS AND PURCHASES

In addition to the gifts mentioned above, attention is called to the following gifts and distinctive purchases of the year.

Gifts. From Mr. Harry Gibson, the Swedish Consul at Caracas, 80 volumes of Venezuelan government documents, very valuable historically, and rarely found in the market.

Purchases. The general library, *Parliamentary Debates* of Great Britain, 500 volumes of the fourth and fifth series, from 1901 through 1920, covering the period of the World War; a set of the first series of the *Tudor Translations,* 44 volumes; *Publications* of the English Dialect Society, volumes 46 through 80.

The Department of Botany, rare volumes on fungi, from the library of the late L. G. Romell, of Stockholm; *Memoirs* of the Torrey Botanical Club, 16 volumes.

The Department of History, through the purchases of Dr. W. W. Pierson, Jr., more than 100 volumes pertaining to South American history.

The Department of Romance Languages, *Artamène, ou Le Grand Cyrus,* of Madeleine de Scudéry, 10 volumes; works of the following Spanish writers were secured in Spain through Dr. S. E. Leavitt: "Azorin," 32 volumes; Pérez Galdós, 18 volumes; Gomez de la Serna, 30 volumes; Rubén Darío, 22 volumes; Eusebio Blasco, 27 volumes; Pardo Bazán, 43 volumes; and others; also *Libros Españoles Raros o Curiosos,* 22 volumes; *Libros de Antaño,* 15 volumes.

NOTABLE YEAR FOR THE LAW LIBRARY

Gratifying progress was made during the year in building up the library of the Law School through the addition of 2,420 volumes, the total collection of the library now numbering 21,300. Notable additions were made by means of the McGehee Memorial Fund, a gift of 123 volumes from E. J. Woodhouse, and the purchase of 900 volumes constituting the library of the late Judge C. M. Cooke.

To relieve the congested condition of the reading room on the first floor of the law building, a new reading room was opened in the basement. The two were made a unit by means of a flight of stairs that runs through the stacks. The room has seven tables that accommodate 70 readers. The sets of reference books downstairs duplicate the most used sets in the upstairs reading room. Cut off from this new room are three offices, one of which is occupied by the librarian. Another is given over to the *Law Review* staff. In this room the work necessary to the editing of the *Law Review* can be done within easy reach of the reference books.

NORTH CAROLINA COLLECTION

The North Carolina Collection added during the year 515 bound volumes and 2,793 pamphlets. Notable gifts to the Collection were received as fol-

lows: Edward J. Hale and Thomas Hale gave a file of *The Fayetteville Observer* covering the years from 1883 to 1919, both daily and weekly editions; Miss Sallie Dortch gave the papers, ledgers, and periodicals of Dr. Thomas D. Hogg; Mrs. Sidney S. Henry and Marmaduke S. Robins gave the papers and Civil War letters of Mr. Marmaduke S. Robins; Mrs. Charles L. Coon gave the Charles L. Coon collection of pamphlets and letters; Mrs. Thomas Robinson gave the Lucy Jones Gautier Galloway papers; Mrs. J. W. Vernon gave the Cole papers; Miss Minerva Collette gave the Tod R. Caldwell papers; E. S. Parker gave a file of *The Alamance Gleaner,* a reconstruction newspaper; Mrs. Bennehan Cameron, Miss Belle Cameron, and Mrs. John Labouisse gave the Cameron collection in memory of Bennehan Cameron, who was a trustee of the University from 1891 to 1925; the children and grandchildren of Mrs. Mary Sybil Ashe Miller, the grand-daughter of Dr. Elisha Mitchell, gave interesting relics of Dr. Mitchell to be exhibited in the North Carolina room. These relics are a gold watch, formerly the property of Dr. Mitchell, a mortar and pestle habitually kept on his desk at the University, and a letter written immediately before he started on the exploring expedition on Mount Mitchell which cost him his life.

Through Mr. and Mrs. John Sprunt Hill, the endowment fund for the Collection was increased $6,000.00.

In the new library, the North Carolina Collection is housed in the second level of the stack with a reading room adjoining in the southeast corner of the basement floor. The additional space gained in the new quarters gives an opportunity for better arrangement of material, particularly of the manuscript and duplicate material.

PERIODICAL, EXCHANGE, AND BINDING DEPARTMENT

The chief activities of the year, other than checking and distributing the 3,230 periodicals currently received, accessioning and cataloguing the 2,347 bound volumes, and collating and sending to the bindery 3,805 volumes, were: (1) preparation of records for the supplement to the union list of serials; (2) checking of the first two sections of the list of the serial publications of foreign governments, 1815-1929; (3) compiling of a chronological index to the Library's holdings of bound newspapers; (4) revision of *The James Sprunt Historical Publications* exchanges, an inquiry or request being sent to each address on the mailing list submitted by the University Press; (5) supervision of the repair work. Heretofore this work was a part of another department.

In accordance with the Library's policy to strengthen the Periodical Collection as funds permitted, the following sets were purchased:

Archiv für das Studium der Neueren Sprachen und Literaturen, 9 volumes; *Anglistische Forschungen,* 63 numbers; *British Quarterly Review,* 78 volumes; *The Dial,* 25 volumes; *Homiletic Review,* 18 volumes; *Huguenot Society of South Carolina—Transactions,* 32 volumes; *Illustrated London News,* 92 volumes; *International Labour Review,* 13 volumes; *London Times,* 20 volumes; *Massachusetts Law Quarterly,* 10 volumes; *Merck's Archives,* 8 volumes; *Missionary Review of the World,* 7 volumes; *Notes and Queries,* 17 volumes;

Pharmaceutische Centralhalle, 50 volumes; *Publishers' Weekly*, 75 volumes; *Revue Semestrielle des Publica Mathématiques*, 30 volumes; *Society Instituted at Bath—Letters and Papers on Agriculture*, 12 volumes; *Zeitschrift für Französische Sprache und Litteratur*, 22 volumes.

In addition to these, the following were received on exchange or by gift:

Academy of Natural Science of Philadelphia—Journal, 10 volumes; *Academy of Natural Science of Philadelphia—Proceedings*, 22 volumes; *Arnold Arboretum—Journal*, 9 volumes; *California Academy of Science—Occasional Papers*, 9 volumes; *Bristol Naturalists' Society—Proceedings*, 11 volumes; *Mayflower Descendant*, 26 volumes; *Naturhistorischer Verein in Ausburg—Bericht*, 23 volumes; *Naturwissenschaftlicher Verein für Schwaben und Neuburg—Bericht*, 7 volumes; *Naturwissenschaftlicher Verein, Karlsruhe—Verhandlungen*, 9 volumes; *University of Virginia—Alumni Bulletin*, 12 volumes.

Besides these, 1,010 volumes and dissertations and 162 volumes of newspapers were received on exchange account. Many volumes of the University Press publications were sent to other institutions.

Subscriptions for periodicals not taken before 1928-1929, or not previously included in the Library report, were entered as follows:

Air Transportation, American Bankruptcy Review, American Council of Learned Societies—Bulletin, American Home, American Journal of the Medical Sciences, American Literature, Annotated Legal Forms Magazine, Bureau of Standards—Journal of Research, Business Law Journal, Carolina Play-Book, Chain Store Age, German Quarterly, Individual Instruction, International Management Institute—Bulletin, Internationale Bibliographie des Buch—und Bibliothekswesens, L'Italia Dialettale, Journal of Adult Education, Journal of Economic and Business History, Journal of Educational Sociology, Journal of Modern History, Journal of Sociology and Social Research, Juridical Review, Labor's News, Men's Wear, Metropolitan Museum Studies, La Muse Française, Museum Journal (University of Pennsylvania), National Income Tax Magazine, Nature and Science Review, North Central Association Quarterly, Revue de Phonétique, Social Science Abstracts, Solicitors' Journal, World To-Morrow.

CIRCULATION DEPARTMENT

With the removal of the Library into the new building, the circulation of books has been concentrated to a larger extent under one roof. The Commerce, Education, and Rural Social-Economics reading rooms are now in the main library. A reserve reading room has been put in operation and is open fourteen hours a day, thus placing in a separate study hall the lending of books that in the old building were handled over the main circulation desk. There are now four full-time members of the circulation staff at the main desk and one in the reserve reading room.

Approximately one hundred carrels, or individual studies, for graduate students and faculty members, have been installed in the central book stack. They give direct access to the main collection and, with seven seminars, provide excellent facilities for graduate study and research.

During the year 8,105 books were placed on reserve in the main library for class use. The circulation for the main library was 188,763 books and pamphlets, which was an increase of two per cent over the figures for 1927-1928, while there was a decrease in enrollment of approximately two hundred students. The total circulation of books in the main library, the library of the School of Education, and the library of the Department of Geology was 258,936, showing a gain of eight per cent.

The main efforts of the department were centered on systematic supervision of the desk during the fourteen hours of opening in order to develop the efficiency of the desk and information service.

CATALOGUE DEPARTMENT

The work of the Catalogue Department, upon which the scholarly activities of the University are greatly dependent, was principally concerned with the cataloguing of the current accessions and between two and three thousand law books in coöperation with the librarian of the Law School.

The bibliographical holdings of the Library were extended by the filing of the cards of another major division of the Library of Congress depository catalogue, and by the addition of 39,546 new cards to the catalogues of the main library and departmental libraries.

Owing to the lack of adequate personnel, the department has not been able to begin the cataloguing of the highly technical material of the Hanes Foundation or the extensive manuscript and newspaper materials comprising the Southern Collection.

REFERENCE DEPARTMENT

The opening of the new building was an event of peculiar significance to the Reference Department in that plans for its development could begin to assume definite form. For the first time it is possible to gather together in the confines of one room a working collection of books and bibliographical tools, made easily accessible for reference use. The installation of the Library of Congress depository catalogue in the west end of the main reading room with the bibliographical collection from the old reference room, augmented by an addition of approximately two hundred titles transferred from the stacks, now forms a material nucleus of a bibliographical collection. The transfer of the bound files of forty-eight general periodicals and the current issues of periodicals at the east end of the room has made it possible to make this vast amount of periodical reference material available for quick reference work. Adequate steel cabinets for pamphlets and clippings furnish the means of caring for materials of an ephemeral value.

A schedule providing for night service has been adopted, by means of which a member of the regular staff continues the services offered during the day.

The inter-library loan service continues to show a marked increase. Three hundred and seventy-eight volumes were borrowed from other libraries for the use of faculty members and graduate students. Libraries in seventeen different states asked for loans from this library. The number of books issued to meet these requests was 229.

LIBRARY EXTENSION DEPARTMENT

During the past year 11,789 packages containing 45,576 books and pamphlets were mailed to teachers, pupils, women's clubs, and general readers. The material sent to teachers and pupils consisted of books, plays, readings, and recitations, etc., needed in school work. Seventeen hundred and fifty packages went to correspondence students, 62 to university students elsewhere, 511 to college students elsewhere, 1,481 to high school students, 167 to college and university debaters, 22 to college professors, 488 to teachers, 741 to individuals interested in educational matters, and 160 to libraries.

A special feature of the Library Extension Department is the service rendered women's clubs in planning their programs and supplying references. These programs are, in most cases, written by members of the University faculty and printed as *Extension Bulletins*. During the year 1928-1929, 584 clubs have been assisted with programs and references. To these clubs were sent 5,119 packages, containing 15,235 books and pamphlets.

LIBRARY STATISTICS

Acquisitions—Books

Gifts from individuals, societies, and institutions	8,772
Gifts from the United States Government	235
Exchanges	417
Bound volumes of periodicals from the bindery	1,782
Volumes through purchase	8,697
Total number of volumes received, 1928-1929	13,644
Total number of volumes in Library, June 30, 1929	207,511
Total number of volumes in Library, November 20, 1929	211,961

Circulation

Books loaned at desk of main library	188,763
Books loaned at Education library	47,540
Books loaned at Geology library	22,633
Books and pamphlets mailed to women's clubs	15,235
Books and pamphlets mailed to schools	30,341
Letters to women's clubs	8,962
Letters to schools	12,812

Inter-library Loans

Volumes borrowed from other libraries	378
Volumes loaned, in seventeen different states	229

Catalogue Department

Total number of volumes (pieces) catalogued	9,710
New cards added to main catalogue	24,933
New cards added to department catalogues	5,613
Total number of catalogue cards made	30,546

Repair Work

Books repaired in building	1,253
Pamphlet covers applied	1,194
Red-rope covers made and applied	195

LIBRARY FINANCES, 1928-1929

Receipts

University appropriation, books, maintenance, salaries	$ 78,832.74
University appropriation, equipment	1,219.77
University appropriation, salaries (instruction)	9,791.60
Gifts	24,125.75
Miscellaneous receipts (fines, etc.)	1,779.85
Total	$115,749.71

Disbursements

Books, department periodicals, bindings	$ 52,640.64
Periodicals for the general library	2,271.39
Binding for the general library	2,424.49
Building equipment and repairs	1,219.77
Express and freight	178.33
Postage	532.12
Printing	807.36
Supplies	2,193.10
Telephone and telegraph	264.49
Travel	242.27
Salaries	43,724.32
Wages	8,750.37
Miscellaneous	100.84
Balance	400.22
Total	$115,749.71

Law School

Spent from fund in memory of Lucius Polk McGehee	$ 8,125.75

Institute for Research in Social Science

Books	$ 87.76

School of Commerce

Books	$ 1,574.11
Periodicals and services	424.97
Total	$ 1,999.08
Grand total	$128,779.28
Cost of new building	$625,000.00

Loan Desk Receipts

On hand July 1, 1928	$ 81.80
Received by fines, lost books, etc.	1,913.35
Total	$ 1,995.15

Loan Desk Disbursements

To deposits with treasurer	$ 1,795.90
To balance due 1929-1930	199.25
Total	$ 1,995.15

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This advertisement will appear in the Fall Announcement Number of The Saturday Review of Literature, the Herald Tribune Book, and the New York Times Book Review

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Biographical sketches of three oriental potentates, Shah Jahan, great lover and artist-emperor of India, Chien Lung, magnificent emperor of China, and Hideyoshi, delightful parvenu of India. The author spent many years in the Orient and is thoroughly familiar with the life and culture of her characters; and as in her other works--The Life and Letters of Lafcadio Hearn, The Truth about Men, etc.--she shows in this volume a remarkable ability to take the ashes of history and form living, moving characters. With special decorative endsheets, frontispiece, and headpiece, done by aquatone; bound in black cloth with gold stamping.

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A study in English criticism of the late eighteenth century, showing the beginning of the worship of Shakespeare by literary critics, chief among whom were Richardson, Farmer, Morgann, and Malone.

Contrary to widespread opinions among scholars and critics of later periods, the author shows that the critics of the early nineteenth century, among whom were Lamb, Coleridge, and Hazlitt, added practically nothing new to Shakespeare criticism and appreciation, and most of the writing on Shakespeare since the late eighteenth century has been mere repetition of ideas already adequately presented.

Ready January 24 $4.00

MANAGEMENT PROBLEMS: WITH SPECIAL REFERENCE TO THE COTTON TEXTILE INDUSTRY Edited by G. T. Schwenning

The intelligent management of business is today one of the most difficult problems facing American civilization. The business of this country is the life-blood of this country; and when it ceases to flow strongly and evenly, we the people begin to lose our jobs and our homes, and we stagnate in fears of what may or may not come. In this volume, Henry P. Kendall tells us what the Kendall organization has done to guarantee continuity of its business, and the regular employment and improvement of the living conditions of its labor. Bernard Cone, head of a large textile organization, tells us something of the limitations of the industry caused by extreme competition and over-production. The other essays in the volume are all by members of the faculty of the University of North Carolina and are: Management Problems in the Cotton Textile Industry, by C. T. Murchison; Management and Technological Unemployment, by Harry D. Wolf; The Management of Man-Power, by G. T. Schwenning; Management Improves the Calendar, by Wirth F. Ferger; Scientific Marketing, by Malcolm D. Taylor; Scientific Management in Libraries, by Donald Coney; Power Source as a Problem in Industrial Management, by Thorndike Saville. There is an appendix which gives additional information on the Kendall organization.

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KING COTTON IS SICK By Claudius T. Murchison

He has been sick since the early part of the last decade--he did not have to wait until the disastrous month of October, 1929, to show signs of serious illness. The attention of the public has been directed almost entirely to only one of the results of his condition: the exploitation of labor, low wages, long hours, and night work. But the truth is that King Cotton is seriously ill, and has been ill for a long time; his anatomy has been disjointed, and his vital organs have not been functioning properly. His condition is so serious as to be of general public importance. Mr. Murchison gives a brief but thorough analysis of the condition of King Cotton, and proposes a remedy for the most alarming and dangerous features of his illness.

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of them among the most thoughtful students of agricultural life in America. Under the major divisions of Farm Wealth Retention, the City-ward Drift of Country Population, Farm Group Activities in the South, the Farm Family, the Country School, Country Community Life, and Cooperative Marketing, they admirably analyze the present situation--admittedly one of the most serious problems of our times--and offer thoroughly concrete suggestions for its solution. The contributors include E. C. Branson, Wilson Gee, Benjamin Gunter, Newell LeRoy Sims, Edgar Knight, and others.

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In this volume, originally prepared as the Weil Lectures on American Citizenship delivered at the University of North Carolina in 1928, Professor Kilpatrick, of Columbia University, writes under such heads as "The Problem of Our Times," "The South in Relation to the World Situation," "Our Civilization at the Bar," and "The Consequent Task of Education." Now Ready $1.50

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Words and music (unharmonized melodies), of songs sung in the neighborhood of Louisville, Kentucky, and in certain rural sections of Adair County. In most cases they have been taken directly from the Negroes in their present-day worship. The songs are grouped as follows: Songs of Death; Songs of Heaven and Resurrection; Songs of Exhortation; Songs of Supplication and Repentance; Songs of Service and Personal Experience; Shouting Songs and Songs of Triumph.

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This work describes the peculiar Gullah dialect and traces its paternity through English and African sources; it comments upon the folk songs of the Island and discusses at length the relation of white and Negro folk music in America; and it offers a collection of typical folk tales, riddles, superstitions, etc., heard on the island.
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A vital study of the Sea Islands of South Carolina and Georgia, with special reference to St. Helena Island, for which newly discovered manuscripts and the United States Treasury archives have yielded a wealth of material, particularly on the Civil War and Reconstruction periods. Contains interesting accounts of indigo and the sea island cotton culture, the St. Helena slave market, the planter aristocracy, the slave community, the Negro as landowner, and the effects of war.
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SOCIAL LAWS

By K. D. Harr

In a search for social laws, the author sets up certain ideals for scientific social laws, lists and classifies the laws that might qualify as such, and comes to the conclusion that it is doubtful if any social laws, in a strictly scientific sense, have yet been formulated. Instead of social science, the student of society deals rather with social arts, such as the mystic arts of self-annihilation and transfusion, the naturalistic art of domination, the arts of explosion and synthesis, and the idealistic art of interpenetration. A valuable and clarifying synthesis in the vast, amorphous field of social study.
Ready September 15 $4.00

ILLITERACY IN THE UNITED STATES AND ITS SOCIAL SIGNIFICANCE
By Sanford R. Winston

A statistical study designed to analyze the trend of illiteracy in the United States and its present relation to sex, age, urban and rural environment, race and nationality, and school systems, together with its quantitative effect upon the selected factors of birth-rate, infant mortality, early age of marriage, size of family, mobility, suicide, and urbanization. Ready November 7 $3.00

A CHANGING PSYCHOLOGY IN SOCIAL CASE WORK By Virginia P. Robinson

On the basis of extensive experience in the practice and teaching of social work, the writer makes a penetrating analysis of the relationship between the case worker and her clients and notes the various stages in the development of this relationship from the disciplinary and corrective stage through various changes to the present stage, still more or less vague and groping, in which the relationship

between the worker and her client is conceived of as a "dynamic new experience in which therapeutic change may take place." A clear and well organized discussion valuable not only to social workers but to parents and teachers and to all who are concerned with the problems of human relationships. Ready January 24 $2.50

CRIMINAL PROCEDURE IN NORTH CAROLINA By George R. Sherrill

A study in the actual functioning of the courts of North Carolina in the trial of criminal cases, with a view to learning general trends in the administration of criminal justice. Of particular interest at a time when criticism of state courts is increasingly prevalent.
Ready October 3 $3.00

THE STATE HIGHWAY SYSTEM IN NORTH CAROLINA By Cecil K. Brown

This volume is an attempt to give the story of the state highway system of North Carolina. The first nine chapters are principally narrative in form, and trace the history of public roads in North Carolina from the early roads laid out and maintained by local authority a century or more ago down to the last of the bond issues for the state highway system in 1927. The remaining chapters are more analytical in character being devoted to various phases of the state highway program as it was carried out between 1921 and 1929. The book covers an important part of the history of our own times. Ready November 14 $3.00

THE CLINCHFIELD RAILROAD By William W. Way

An economic history of the attempts to establish railway transportation across the rugged mountains between the Ohio Valley and the Southeastern Piedmont, and an account of the building of the Clinchfield Railroad, which passes through a country rich in natural resources, cuts athwart the Appalachian Mountains, crosses seven important divides, passes through some of the most rugged and picturesque country east of the Mississippi, has fifty-five tunnels and almost five miles of bridges. The study is made with full awareness of its picturesque elements and contains Colonel Fred A. Olds' fascinating account of his first trip over the new railroad across the Blue Ridge, which first appeared in the Raleigh News and Observer.
Ready February 26 $5.00

CONSTITUTIONAL DEVELOPMENT IN THE SOUTH ATLANTIC STATES, 1776-1860
By Fletcher M. Green

In this study of the evolution of democracy in the South Atlantic States, Professor Green, of the University of North Carolina, makes a study of state constitutions, which Bryce called "a mine of instruction for the natural history of democratic communities," in order to determine the relative merits of two conflicting views, the one, that the southern slave-holding states were so dominated by the planter aristocracy, until after the Civil War, that few democratic characteristics appeared; the other, that in spite of this aristocracy, there

was a representative democracy, by whose consent and in whose interests the planters ruled. Ready September 12 $3.00

STUDIES ON THE GENUS PYTHIUM By Velma D. Matthews

This paper is a taxonomic study of the genus Pythium. Descriptions are given in English of all the species of this genus which have so far been described, and a report is made of the species which have been isolated by the writer. Keys are given to the genera of the family Pythiaceae and to the species of the genus Pythium. Nineteen species of Pythium, of which six are considered as new species, have been studied and illustrated with seventy-five plates. Several species are reported from the United States for the first time.
Ready January 16 $3.00

THE GENERAL STRIKE By Wilfried H. Crook

A history of the theory and method of the general strike, with an intensive study of the more dramatic and typical samples of its practice in Belgium, Sweden, Holland, Russia, France, Germany, Great Britain, the United States, and the Orient. Part I includes "From Chartism to the World War," and Part II deals with the period following the World War. The author, born in Lancashire, England, and holding advanced degrees from Oxford and Harvard, now a naturalized citizen of the United States and a professor at Bowdoin, is admirably fitted both in temper and in training for a study of "labor's tragic weapon". Ready January 16 $6.00

NC-81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

SCHOOL OF EDUCATION

L.K.F. APR 24 1933 467
FILING DEPT. ✓
April 21,1933 NS
DNF 8S

Mr.Lawrence K.Frank,
General Education Board,
61 Broadway,
New York City

My dear Mr.Frank:

I have not forgotten your request for my impressions of the programs at Chicago and Minnesota. I shall be able to get to it shortly, I hope. We are just finishing our little survey of ourselves here and are now going into meetings on the report. Meantime, President Graham has asked me to collect information about other programs than those at Chicago and Minnesota as a guide in our attempt to reorganize the work of the first two years here. I hope to get out of the woods soon, however, and will try to send you a brief statement of my personal impressions of the work at Chicago and Minnesota.

I wish you could have come down for the Library meeting two weeks ago. I think it was very useful. Some of your colleagues were with us.

Very sincerely yours,

Ed for W. Knight

K:h

Edgar W.Knight

Original to TA - JJ
DHS
LKF
WWB and files

MAY 19 1933

FORM G E B. 22

NC-81.3

INTERVIEWS: Telephone conversation: President Frank P. Graham, University of North Carolina, with Mr. Jackson Davis.

April 25, 1933

Mr. Graham said that the University of North Carolina faces the necessity of reorganizing its work because of the drastic cut in State appropriations and also to integrate the work of the State college at Raleigh and the College for Women at Greensboro, which have now been placed under the control and made a part of the University. A committee of the faculty has already undertaken a study of the University proper at Chapel Hill to see in what ways courses might be simplified and the number of offerings each year reduced and economies effected in other ways. Professor Edgar W. Knight has acted as Secretary of this committee and has shown resourcefulness and ability in attacking the various problems. President Graham requests the Board to assist with the salary and expenses of Professor Knight in order that he might devote his entire time to the problems of reorganization, not only within the University at Chapel Hill, but in the two other institutions of the State and also to permit him to visit institutions in other states and study the whole question of education, particularly at the junior college level, with a view to putting into effect the best scheme possible in North Carolina under the limitations and conditions which must be faced for the next few years.

The officers feel that if this study is well made by Professor Knight, he could bring to bear upon the problems in North Carolina the experiences of institutions in other parts of the country that will be valuable, and that other institutions might draw upon Mr. Knight's study and receive help in the solution of their problems. Mr. Graham stated that Mr. Knight's salary was $5,000. He would need $1500 for clerical assistance, and at least $1500 for travel. However, he will submit a statement in writing with a proposed budget.

President Graham inquired whether the Board could assist in financing any features of the reorganized junior college which might be recommended next fall. I told him that we could not commit ourselves in advance to any such proposal, but we recognize the necessity of making the reorganization not only on a study of the local situation but of the general field, and that we would be willing to bring up this matter leaving the other questions open.

JACKSON DAVIS

BG

See Cuss letter April 28, 1933

MAY 19 1933

4-29-33 Answd by E.K.

NC-61.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

April 28, 1933.

Mr. Jackson Davis
Grace-American Building
Richmond, Virginia

My dear Jackson Davis:

It was a great pleasure to see you, Mr. Favrot, and Mr. Hill of the General Education Board here the other day. It always gives us some new inspiration and faith when you drop by in your helpful way.

I am, accordingly, submitting this memorandum for your consideration. We are very much interested in the proposal to have a common basic two-year college course. We do not want to go into this simply because other colleges and universities are doing it. Some have tried it out without due consideration of their own particular situation and needs; some have rushed into it without understanding what it is all about; other colleges and universities are really getting somewhere with such a plan. We want, first of all, a study made of these experiments among the colleges and universities in the United States. We want a study made of our own weaknesses and needs for curricula changes and adaptations. I, personally, have been interested in some such common basic course, especially since my year with Walton H. Hamilton and at the London School of Economics. In my inaugural address I tried to indicate the value of exploration and experimentation in this field for this particular University. I had talked with Dr. Odum several years ago about our needs and the value of a new set-up of courses to acquaint students more early with our social inheritance, needs, and possibilities. He, of course, has long been very alive to the needs and values of readaptation of the curriculum for this purpose. Dr. Edgar W. Knight is more interested in this experiment now than perhaps any other member of our faculty. I have asked him to take it as his special responsibility. He has for some time been most aware of our failure in these first two years and is now most keen that we do something about it. He has been especially interested since his return to us last fall, after an absence of nearly two years of educational survey work in the far and near East, and has already done a bit on it. I cite this interest of the three of us simply to indicate that it is not a passing interest.

We would like very much for Dr. Knight now to have the opportunity to go over the matter with you, in view of our discussion. He could come to Richmond at your convenience. We would, of course, want him to keep his base of operations here, his direct contact with his graduate research work, and do some teaching as far as possible. We think that a year would be needed for this study of the experiments in the country and the adaptations to be made here. He is under contract to teach at Columbia University for six weeks this summer

and that obligation he must, of course, keep, but he tells me that he can carry on the study in part during that time. His basic salary is $5,000, and that of Mrs. Hill, who assists him, is $1500. We do not know how much would be needed for travel and for some publication. On these two points he would talk with you.

(See also Mr. Davis's memo. Apr 25/33

I am, also, enclosing a memorandum on the "Documentary History of Southern Education" in which Dr. Knight is vitally interested. I wish very much that he might work out some basis of cooperation with Dr. Hamilton in his project for a great Southern historical collection here and with Dr. Odum in his Southern regional studies. Dr. Hamilton, as you know, has worked faithfully on a shoe string in his great plan and dream to make a collection of Southern materials at this institution for the use of the whole South. His project, of course, has great value and presents an ever present need.

Always with best wishes to you,

Faithfully yours,

Frank P. Graham

Frank P. Graham
President.

FPG-h

MAY 19 1933

NC-81.3

A Documentary History of Southern Education

I. The Need. - Education in the Southern States has rarely ever been properly presented in historical accounts, chiefly for the reason that the sources of their educational history have not been made available for students and writers. But these States are quite rich in source material illustrating the beginnings and growth of public educational theories and practices, especially during the late colonial and ante-bellum period. This material is scattered, however, and is not now accessible. Some of it is constantly being lost or is in other ways getting out of reach. With the exception of small collections for North Carolina between 1790 and 1840 and for Texas little of this material has been collected and preserved. The result is that teachers and students of the social history of these States are now unable to view fully and to present properly the development of public education. The various phases of educational theories, activities, and tendencies in this section of the United States cannot be properly presented nor can its real educational spirit be revealed without the proper collection and publication of these sources. Great pains should be taken to locate, collect, preserve, and render easy of access to students as much of this valuable educational material as can now be found.

II. The Material.- This material includes anything of educational importance in House and Senate Journals of the various states, legislative documents, reports, and other formal official evidence which in any way portrays actual conditions of education as it was provided in these States, especially for the period prior to 1876. Since that time reports and records have been more carefully made and preserved, although there is some work to be done on the period between 1876 and 1900. The study would also include school surveys and legislative inquiries of the anté-bellum period. These are very important but

are now inaccessible. Educational conventions were held in almost every Southern State before 1860. Especially significant were those in Virginia and Tennessee. The proceedings of these and other propaganda agencies should be collected and published. There is some pamphlet literature and there is some material in the newspapers. Evidence of interest in public support, public control, the training and certification of teachers, materials and methods of teaching, physical equipment, and in any other phases of educational opinion and effort can be presented from these sources.

III. Where the Material Can be Found.- Some of the material is in neglected condition in courthouses and is rapidly disappearing. In old boxes found recently in two North Carolina county courthouses records were recovered which revealed that these counties had public schools of longer annual terms in the 1850's than they provided afterwards until the last decade. Some of the material is in the offices of state superintendents of public instruction. Some is in state libraries in the Southern States, and some is in public and law libraries in other sections of the country. Some is in the Library of Congress, some in the New York Public Library, and much in the Library of the University of Wisconsin. The existence of much of this valuable material is generally unknown except to special students and they do not now have easy access to it. Monroe's Cyclopedia of Education, probably the best ofits kind that has yet appeared, deals scantily with the matter, but not so of choice or deliberation but because so little of the educational material bearing on the Southern States has been preserved and made accessible.

IV. A Beginning Already Made.- During the last decade Professor Knight has collected some of this source material, perhaps more than is to be found elsewhere. But the process of collecting has been slow and the cost has been too high for an individual research worker

of slender resources. That material which has been assembled has not been made accessible for general use, because the publication of it and the collection and publication of that which remains uncollected await financial aid.

Out of that which has been collected have already come, however, some useful studies on the subject of education in the Southern States, by Professor Knight. Among them are: The Influence of Reconstruction on Education in the South; Public School Education in North Carolina, (published by Houghton Mifflin Company); Public Education in the South, (published by Ginn and Company); Education in the South, (published by Macmillan Company); and The Academy Movement in the South, The Manual Labor School in the South, Reconstruction and Education in Virginia, Reconstruction and Education in South Carolina, and Some Fallacies Concerning Education in the South, which first appeared in magazine form and later were reprinted privately. In addition several master's and three doctor's theses, worthy of publication, have been done from this material as the chief source, but lack of funds has made publication impossible.

Another project in which Professor Knight is interested, and in which Professor Odum is also interested, concerns the current revolt against education in the Southeastern States, and the apparently widespread demand for curtailment in educational expenditures. He and one of his students got interested in this subject more than a year ago and they have examined the conditions of public school support in this country during other periods of economic depressions since 1837. His student has done a creditable dissertation in this general field but found it somewhat difficult to get for the Southern States materials comparable with the materials in certain other parts of the country, especially for the depression of 1837, 1857, and during the 1870's. Professor Knight made some study of this subject for North Carolina more than a year ago and should now like to extend it to the Southeastern States. In the case of North Carolina he found that public behavior toward education in this depression to be very strange when compared with what happened to education in other major depressions.

Another activity in which Professor Knight engaged for four years from 1928 to 1931 was the Southern Conference on Education. This was financed for two years by the University of North Carolina and for two years by the Rosenwald Fund. This activity had to be discontinued for 1932 because of a lack of funds. He and all of us here are eager to have this agency restored as soon as possible and this interest is shared by the Committee which the Conference named in 1931 to represent the entire southeastern region. The Proceedings of that Conference show its usefulness and the need for its continuante.

W.W.B ✓
TA
DHS

MAY 19 1933

FORM G E.B. 24

NC-81.3

INTERVIEWS: Prof. E. W. Knight of the University of North Carolina
Mr. Jackson Davis

Richmond, Virginia May 5, 1933

Mr. Knight outlined briefly the study he would like to make of the junior college. A part of the study would deal with immediate budgetary problems of the University of North Carolina. The other part would relate to the whole field of general education and would be an attempt to work out a satisfactory course for the University of North Carolina under the present conditions. A study of this sort would probably have a wide interest, and he would like the opportunity to visit other universities and colleges, draw upon their experience and advise with the officers in meeting their problems.

I told Mr. Knight that we had had a letter from President Graham and that the matter would be presented to our Executive Committee. If the committee approves it would be well to have a conference with Mr. Knight to acquaint him with the material gathered in our survey and discuss in more detail the methods and scope of his study.

JACKSON DAVIS
JD.

JD:H

MAY 19 1933

NC-81.3

May 18, 1933

Dear Davis:

I have notified President Graham of the University of North Carolina of the appropriation authorized for the study which is to be made by Mr. Knight. In accordance with the following, which appeared in a memorandum of interview between you and Mr. Knight on May 5, you may wish to supplement my formal letter of notification with another letter:

> "If the Committee approves it would be well to have a conference with Mr. Knight to acquaint him with the material gathered in our survey and discuss in more detail the methods and scope of his study."

Sincerely yours,

W. W. BRIERLEY

Mr. Jackson Davis
904 Grace-American Building
Richmond, Virginia

WWB:KEO

MAY 19 1933

NC-81.3

May 18, 1933

My dear President Graham:

At a meeting of the Executive Committee of the General Education Board held May 12, 1933, the officers presented your letter of April 25 requesting funds to defray the cost of a study of reorganization plans for the University of North Carolina and institutions under its control.

The Committee was informed that you propose to have Mr. Edgar W. Knight give full time to this work during the academic year 1933-34, and that he will not only study the situation in North Carolina, but will also visit other institutions in order to acquaint himself with their practices, especially with respect to the organization of the work of the junior college.

It gives me pleasure to inform you that the executive officers were authorized in their discretion to commit the Board to an appropriation to the University of North Carolina of sums to meet the cost of this study as indicated in your letter and in your telephone conversation of April 25 with Mr. Davis, viz.:

Salary of Mr. Knight for one year	$5,000
Traveling expenses	1,500
Clerical assistance	1,500
	$8,000

If you will advise us as to the exact date when this work is to begin, the officers will be glad to exercise their discretionary power in the release of funds.

Sincerely yours,

W. W. BRIERLEY

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

WWB DG

JUN 21 1933 Release

NC-81.3

G.E.B. 27 4M 9-31

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

G.E.B. No. 4k1
June 16, 1933

I-2639 UNIVERSITY OF NORTH CAROLINA

On May 12, 1933, the executive officers were authorized by the Executive Committee to commit the Board to an appropriation to the University of North Carolina of $10,000, or as much thereof as may be needed, to enable the University to conduct the necessary studies on which to base a reorganization of the work of the University and institutions under its control. President Graham indicates in his letter of May 25 that Mr. Edgar W. Knight will direct this undertaking commencing July 1, 1933, and that $5,000 will be required to be used as follows:

Salary of Mr. Knight for one year	$5,000	
Traveling expenses	1,500	
Clerical assistance	1,500	$5,000

The executive officers hereby release to the University of North Carolina the sum of $5,000, or as much thereof as may be needed, to meet the cost of the study of reorganization plans for the University and institutions under its control, said grant to become effective July 1, 1933.

Approved _____
Secretary

_____
Vice-President

_____
President

IHB MVE

JUN 23 1933

NC-81.3

	WM		
	A&A		
	WS		
	M.P.H.		

June 20, 1933

My dear President Graham:

In accordance with your letter of May 25, the executive officers have released to the University of North Carolina the maximum sum of $5,000 for the salary and expenses of Mr. Edgar W. Knight in carrying forward his study during the fiscal year beginning July 1, 1933. This grant will be paid to the University in quarterly installments in advance commencing July 1. Upon completion of the study please submit a signed statement of expenditures; any unused portion of the grant should be returned to the Board.

Very truly yours,

W. W. BRIERLEY

President Frank P. Graham
The University of North Carolina
Chapel Hill
North Carolina

WWB MVK

JUN 23 1933

NC-81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF
THE PRESIDENT

W.W.B.	MAY 26 1933	WWB	5/20/33
	FILING DEPT.	✓	
FPG		FPG	
AGH		AGH	

May 25, 1933.

✓ G.E.B. Ga. #441 6/16/33 WG ✓

Mr. W. W. Brierley, Secretary
General Education Board
61 Broadway
New York

My dear Mr. Brierley:

I wish to acknowledge your letter in which you report that at a meeting of the Executive Committee of the General Education Board, held May 12, 1933, the executive officers were authorized in their discretion to commit the Board to an appropriation to the University of North Carolina of sums to meet the cost of this study as indicated in my letter and in my telephone conversation of April 25 with Mr. Davis, viz.:

Salary of Mr. Knight for one year	$5,000
Travelling expenses	1,500
Clerical assistance	1,500
	$8,000

I have conferred with Mr. Knight and we have fixed the date for the beginning of this work to be July 1. He is already at work on this project and has been for some time, but July 1 is the date for the transfer of his salary and expenses to this fund awarded by the General Education Board.

I wish to thank you for the courtesy of your letter, and, through you, wish to thank the Executive Committee and the General Education Board for this most helpful appropriation to this University to make through Dr. Edgar W. Knight a most important study. We believe that this study will be valuable not only to this University but to the entire South.

With best wishes,

Faithfully and gratefully yours,

Frank P. Graham

Frank P. Graham
President.

FPG-h

NC-81.3

JUN 30 1933

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

SCHOOL OF EDUCATION

W.W.B. JUN 29 1933
FILING DEPT.

June 28, 1933

Mr.W.W.Brierley,
General Education Board,
61 Broadway,
New York City

My dear Mr. Brierley:

President Graham has informed me of your letter reporting that your Executive Committee had made a grant to the University of North Carolina to defray the cost of a study of its reorganization plans and other problems. We are all grateful for this assistance and I am especially pleased at the opportunity which the grant affords me to continue during the coming year a study which I have been interested in during the past year and on which I have already done some work. I shall need much advice and I hope that I may have opportunity to discuss the whole matter with you and your associates at some suitable time. The problem which I am asked to help solve rather baffles me but it also greatly interests me.

With all good wishes and with personal thanks for your interest in our problems here, I am

Very sincerely yours,

Edgar W. Knight

K:h

JUL 17 1933

NC 81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

SCHOOL OF EDUCATION

L.K.F. JUN 29 1933 LIC
FILING DEPT.

June 28,1933

Mr.Lawrence K.Frank,
General Education Board,
61 Broadway,
New York City

My dear Mr.Frank:

President Graham has informed me of the action of the Executive Committee of your Board and I wish to thank you for this expression of your interest in our problems here. In addition to the studies which I conducted during the past year for President Graham on certain internal conditions of the University of North Carolina, I gave also some time to the study of proposed reorganization plans of the institution, and more recently I have been sitting in the Administrative Council of the Consolidated University.

I need not tell you how grateful we are for the interest of the General Education Board in us. Personally I look forward with much interest to the study which your appropriation makes possible for me to continue during the coming year, although the more I go into it the more humble I feel about it.

This is the principal reason why I have not written you of my impressions of the programs at Chicago and Minneapolis. Your grant enables me to get better impressions than I now have of these programs. In the fall I hope to spend at each place more time than I was able to spend there in the winter.

I hope you will let me look in on you during the summer. I shall need your advice and the advice of many other keen observers and thoughtful people.

With all good wishes and with renewed thanks for your interest in our work here, I am

Very sincerely yours,

Edgar W. Knight

Edgar W.Knight

K:h

awa hwt
RG - 1.6
JM - 8m

RC 81.3

INTERVIEWS: Dr. Edgar W. Knight, with Messrs Jackson Davis and John Marshall, 61 Broadway, New York City, - July 20, 1933.

Dr. Knight called to discuss general plans for the study which he is to make during the coming year. While he is giving a course at Columbia University summer session, he is assembling material on higher education, and sifting out the items of interest. He has traced the historical development, and was impressed with the tremendous output of articles and books in recent years. He wished to see any material in our office which we thought would be of assistance. We gave him several survey studies. He is to treat them confidentially and return them to the General Education Board.

After Mr. Marshall left I told Dr. Knight of State Superintendent Allen's interest in a study of the public school curriculum in order to make needed changes and adjustments. I informed Dr. Knight that we had suggested to Mr. Allen that he confer with him, so that a unified reorganization might be accomplished. Dr. Knight seemed to be greatly impressed with this opportunity and said he would follow up the matter with Mr. Allen. He expressed the opinion that Dr. Trabue of the University of North Carolina would be a better person than Dr. Hillman to lead the study of the elementary curriculum. He thought that Hillman could assist, and he recognized the importance of a cooperative effort on the part of the State Department, the University and all of the higher institutions. I suggested that a conference with State Superintendent Sidney B. Hall of Virginia might be helpful.

JACKSON DAVIS

JD:W

SEP 18 1933

DHS / NC-81.3
LKF — 4

INTERVIEWS: Mr. E. W. Knight (North Carolina) with JM, September 5, 1933

Mr. Knight called, in passing through New York, to speak briefly of the progress of his study. He is returning now to Chapel Hill, where his work will center. He proposes shortly to visit Minnesota, Chicago, and perhaps one or two other institutions. He expects to be in New York again about October 5, when he hopes to see LKF and DHS. JM suggested that he let us know in advance of his visit so that he might perhaps take lunch with us.

JMcM:MPB

OCT 24 1933

UNIVERSITY OF NORTH CAROLINA

WWB OCT 19 '33 Hwk

TA OCT 19 '33 JAD

DHS OCT 19 '33 WWB

EEB OCT 24 '33 EEB

NC-81.3

INTERVIEWS: E. W. Knight
Jackson Davis

Chapel Hill, North Carolina October 8, 1933

Mr. Knight discussed with Messrs Marshall, Frank and myself the progress made on his study. Last year the University facing a problem of drastic cuts in appropriations undertook a critical inquiry into courses with the view of effecting all possible economies. This was carried on by the deans and heads of departments. Mr. Knight acted as secretary of this committee.

The University had grown to an enrollment of 2500 students. A total of 894 courses in undergraduate and graduate departments (law, medicine and pharmacy not included) were offered. In ten years the faculty had increased 89%, student body 76%, and number of courses offered 73%. The State appropriation for the current year is $426,000.

Mr. Knight feels that there have been various wasteful practices which can be remedied. The number of courses can be substantially reduced. There is a considerable shifting of students from one school to another. His findings thus far point to the following reorganization:

1. To divide the junior and senior college.

2. Allow no specialization until the junior year. A number of basic courses should be completed before differentiation. This is an exploratory period. Student interests should be discovered and encouraged. Moreover the students ability in a given subject may be tested, particularly in the modern language requirements. Tests of this sort may well have a stimulating effect upon high schools, when they see that the University recognizes achievement and mastery rather than units.

Mr. Knight had recently visited Columbia and had studied the freshman course in contemporary civilization. He expects to visit the University of Minnesota and the University of Chicago in the near future.

JACKSON DAVIS

JD:H

FORM 198

OCT 31 1933

NC 81.3

Original to

TA	OCT 20 '33	
~~DHS~~ WWB ~~JM~~	OCT 21 '33	
SS	OCT 24 '33	

INTERVIEWS:

Doctor Edgar W. Knight, University of North Carolina, with Mr. Frank.

October 9, 1933.

Knight explained his program as that of discovering what changes in colleges are being undertaken throughout the country so that he can act as a reporter to the North Carolina faculty and acquaint them with the present trends and the more promising experiments. He is preparing a report for early discussion by the faculty in which he has made two specific recommendations: (1) That the first two years of college be considered as a separate and distinct unit from the last two years, and that a program of general education be worked out for these first two years; (2) that these first two years of college be the same for all students regardless of what schools and specilized courses they may later choose. He realizes that there will be considerable opposition on the part of the faculty to both of these proposals but hopes that before long they will begin to see the necessity for some modification of the old curriculum. Admission to the college is now on a purely mechanical basis of fifteen points which can be modified only by the action of the president on each individual case. Knight hopes that some change in admissions can be worked out so that the University and the high schools of the state can collaborate on improved general education. Knight personally favors the establishment of a special program for those who fail in their freshman year and need a more general program similar to the junior college program at Minnesota. This would also provide for those who cannot, or will not, enter the college on the present fifteen point entrance requirement.

LKF

LKF:HP

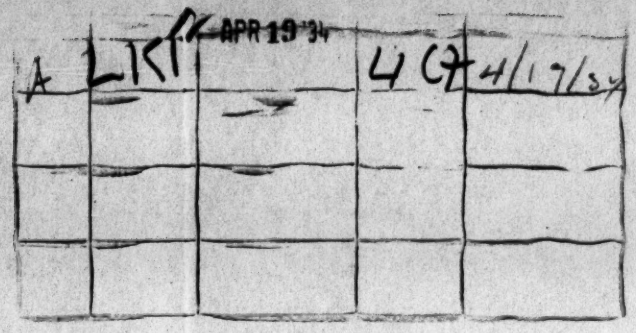
NC-81.3

APR 20 1934

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

April 17,1934



Mr.Lawrence K.Frank,
General Education Board,
61 Broadway,
New York City

My dear Mr.Frank:

I enclose copy of the initial news story which we sent out a few days ago on the Institute of Education, which is shaping up very well.

My little report to the General Education Board and President Graham is slowly taking form. It looks as if we are moving forward a bit here. The faculty meets tomorrow afternoon to consider a proposal, unanimously recommended to the faculty by the Advisory Committee, which looks to a considerable alteration in the undergraduate curriculum, especially the first two years. We think it will pass and if it does the foundation will be made for improving the work in those two years. The contest has been with mathematics and languages.

With all good wishes, I am

Very sincerely yours,

Edgar W. Knight

K:h

Edgar W.Knight

FORM 654

APR 20 1934

NC-81:3

April 19, 1934.

My dear Knight:

I am very glad to have your letter of April 17th and to hear of your progress on the curriculum reorganization, apropos of which you might be interested in the attached clipping. Also you may be interested in the announcement of the Campus Course which is being given at Iowa. The statement beginning on page 13 is, I think, highly appropriate and you may find it worth looking over.

Sincerely yours,

Doctor Edgar W. Knight,
Department of Education,
University of North Carolina,
Chapel Hill, North Carolina.

P.S. I am also sending you a copy of the University of Iowa bulletin on "Trends in American Civilization," in which you may be interested.

LKF:HP

MAY 21 1934

NC-81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

April 24,1934

A.	LKF	APR 28 '34	LKF	4/27/34
	TA		JW	
	AM	MAY 23 '34		

Mr.Lawrence K. Frank,
49 West 49th Street,
New York City

My dear Mr.Frank:

Thanks for your letter of April 19 enclosing clipping and the announcement of the Campus Course to be given at Iowa.

You may be interested to know that about six o'clock yesterday afternoon, after numerous lengthy and at times quite heated meetings, the General Faculty voted approval of the proposal which we had placed before the group to reorganize the undergraduate work of the institution. The plan means a liberal reduction in the admission requirements in Foreign Languages and Mathematics and also a reduction of practically fifty per cent in the requirements in these subjects for the degree of Bachelor of Arts. Through this reduction in degree requirements, we now have rrom for two general courses, one in the Biological Sciences and one in tthe Social Sciences. We think that we are now on our way, although so far only the spade work has been done. At times it has looked as if the faculty would not yield and the outlook was dreary. The outlook is now much better and we have the opportunity to broaden and enrich the general education of our students.

The big task now is to build the two general courses to meet the needs of our students. Our studies of reforms in other institutions lead us to doubt whether we can imitate any of them. We have had help from practically all of them but I think that the general courses we must set up will be different from almost any of those we have seen. It will take us at least a year to get the new plan in operation. Meantime, the faculty is learning something about what is going on in other parts of the country and interest in the improvement of our work is undoubtedly gaining.

I know you will be interested in this report of a bit of progress.

Very sincerely yours,

Edgar W. Knight

K:h

Edgar W.Knight

FORM 684

MAY 21 1934

NC-81.3

April 27, 1934.

My dear Knight:

Many thanks for your letter of April 24th reporting such good progress on your curriculum reorganization.

I agree with you that you probably cannot and should not take over the courses of other institutions but should endeavor to build up something that will represent your own thinking and contribution in this field.

With best wishes for continued progress, I am

Sincerely yours,

L. K. Frank
HP

Professor Edgar W. Knight,
Department of Education,
University of North Carolina,
Chapel Hill, North Carolina.

LKF:HP

JUN 27 1934

NC-81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

May 9, 1934.

Mr. Jackson Davis
General Education Board
Richmond, Virginia

My dear Mr. Davis:

I am writing you this statement concerning the study of undergraduate instruction, curricula revision in general, and the University of North Carolina in particular, which has been carried on here this year by several hard-working faculty committees. We have also set up corresponding faculty committees at the State College and at the Woman's College. Paralleling these intensive studies within the University of North Carolina has been the study of the college curriculum conducted by Dr. Knight under the grant generously made by the General Education Board.

The report on that study is shaping up very satisfactorily and will be in complete form by July first. When finished it will (1) tell succinctly the interesting story of the college curriculum from the early days of Harvard to 1860, from the Civil War to the World War, and since 1918, showing the economic, political, and social and religious forces that have influenced it during these three distinct periods; (2) indicate the innovations in undergraduate instruction during the past two decades and the significance of the changes and trends; (3) exhibit very completely conditions and needs of undergraduate instruction in the University of North Carolina; (4) show the vital relation between secondary education and higher education in this State and region and the importance of making the break from high school to college less disruptive than at present; and (5) set out from the new college plans studied and the best practices observed those ideas which promise to improve education in this State and this University. The report should be of value not only to us here but to education generally in the Southeastern States.

The study has already borne good fruit. Since last fall the faculty have given much thought to and engaged in wide discussions of our problems of curriculum and instruction, and have held many meetings to hear and consider proposals that have emerged from our study. Interest in the whole problem has so gradually increased

in a faculty that may be described as somewhat conservative that at a recent meeting they adopted a plan that, when put into operation, will (1) make more reasonable our admission requirements; (2) liberalize the requirements for the bachelor's degree; (3) provide for more general education in the first two years, especially by a general course in the biological sciences and a general course in the social sciences; (4) relate the work of the first two years more closely to the needs and interests of our students, many of whom will leave before the end of two years; (5) relate the work of these two years more closely to that of the high schools which send students here and make for a closer cooperation between secondary and higher education in North Carolina; (6) stimulate the high schools to a higher quality of work; (7) enable the University of North Carolina to treat its students more nearly as men and women and less as children; (8) place upon the students more responsibility for their education than the present system allows; (9) encourage students to plan their course far enough ahead so that their work will have definite direction. We consider this action of the faculty a decisive victory in favor of a more liberal and intelligent educational program in Chapel Hill.

As significant as this action appears to us to be, however, only the "spade work" in the needed reorganization of the University of North Carolina has so far been done. Some of the principles of reform that have emerged from the study are applicable to undergraduate work at the other two units of the University, - the Woman's College at Greensboro and State College at Raleigh. If our study of the entire problem is to be complete, work similar to what we have done here this year should be done at those two units.

But, our greatest need now is for a competent person to direct the work of building the two general courses in the biological and the social sciences which the faculty have voted to include in the first two years. If this part of our reorganization is to be successful - it is the part our faculty were most reluctant to accept - these courses must be intelligently conceived and carefully prepared. Our study already shows that our needs here probably cannot be met adequately by an imitation or outright adoption of courses used elsewhere, although some adaptation of them may be made to conditions in the University of North Carolina.

For this work we need a man who is familiar with conditions here and in this State and who has also a fair understanding of the best practices elsewhere. I should like to have Professor Knight set to this work during the year beginning July 1, 1934. Therefore, I write to ask you to consider renewing for another year the grant you made in May, 1933, as follows:

Salary of Professor Knight	$5,000
Salary of Secretary	1,500
Travel	1,500
	$8,000

) X

Renewal of the grant would enable us to focus the study of the other two units of the University of North Carolina and increase the value of the work we have already done by preparing and putting into operation the general courses, which we consider of such vital importance to the success of our proposed reorganization.

I wish to thank you for your sympathetic understanding and constant consideration. I want to have a good talk with you the next time you come this way.

With kindest regards,

Faithfully yours,

Frank P. Graham

Frank P. Graham
President.

FPG-h

P.S. I am taking the liberting of sending a copy of this letter to Mr. Favrot and a copy, also, to Mr. Lawrence K. Frank.

F. P. G.

copy to L K F
has canceled

X changed to "7,500, see JD's memo attached

JUN 27 1934

NC-81.3

May 12, 1934

President Frank P. Graham
The University of North Carolina
Chapel Hill, North Carolina

My dear President Graham:-

This is to acknowledge your letters of May 9th, received in the absence of Mr. Davis. They will be brought to his attention upon his return next week, and your requests will have his careful consideration.

Very sincerely yours,

JUN 27 1934

NC-81.3

Mail

G.J.B.		

VO. 60. 60

7/1/20.

June 18, 1934.

My dear President Graham:

At the meeting of the Executive Committee of the General Education Board on June 15th, the executive officers were authorized in their discretion to commit the Board to an appropriation of $7,500, or as much thereof as may be necessary, to the University of North Carolina for the development of plans for the reorganization of the work of the University and of the institutions under its control. The appropriation was authorized with the understanding that no further assistance would be rendered by the General Education Board for this general purpose.

This action was in compliance with your request of May 9th for funds to enable Professor Edgar W. Knight to devote himself during the year beginning July 1, 1934 to the work of developing new courses in the biological sciences and the social sciences for the three units of the University and to such other work as may have direct bearing on the reorganization plans of the University. The budget covered by the Board's grant is as follows:

Salary of Professor Knight for one year	$5,000
Clerical assistance	1,500
Traveling expenses	1,000

Payments on account of this grant will begin July 1st. About that time, also, we should be glad to receive from you an accounting of the expenditures from the 1933-34 grant for the same purpose, together with a refund of any unexpended balance.

Very truly yours,

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

WWB/GMC

W. W. BRIERLEY

34909

(Original in 940, under CCC Camps)

NC-81.3

G.E.B. 27 SM 6-29

C O P Y

GENERAL EDUCATION BOARD
INTER-OFFICE CORRESPONDENCE

G.E.B. No. 606
June 19, 1934

The officers hereby release the appropriations listed below which were authorized by the Executive Committee at its meeting of June 15, 1934:

I-2745 - State Department of Arkansas - Emergency Grant for Salary of Doctor Howard A. Dawson, Director of Division of Information and Statistics, while on leave of Absence in Washington

Of the appropriation of $4,800 authorized for Dr. Dawson's salary, the sum of $2,400 is released for the period July 1 through December 31, 1934.

I-2746 - University of North Carolina - Study by Professor Edgar W. Knight

$7,500, or as much thereof as may be needed, for the development of plans for the reorganization of the work of the University and of the institutions under its control. The budget submitted is as follows:

Salary of Mr. Knight for one year	$5,000
Traveling expenses	1,000
Clerical assistance	1,500
	$7,500

I - 2744 - American Council on Education

$40,000, or as much thereof as may be needed, for the preparation of study materials for use in the educational program of the Civilian Conservation Corps initiated by the Office of Education in Washington, D.C., the appropriation to terminate July 1, 1935. The budget submitted is as follows:

Director, for a half-year at $7,500 annual rate	$3,750
Five assistants, one-half year at $6,000 annual rate	15,000
Editorial, secretarial, stenographic help	6,250
Printing	5,000
Travel	5,000
Miscellaneous	5,000
	$40,000

Approved: (Signed) W. W. BRIERLEY
Secretary

(Signed) DAVID H. STEVENS
Vice-President

(Signed) TREVOR ARNETT
President

nc813

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

June 30,1934.

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

WWB JUL -5 34
when here JD JUL -5 34
DHS JUL -5 34
TA JUL -5 34

My dear Secretary Brierley:

I wish to thank you, and through you the General Education Board, for the appropriation of $7,500, or as much thereof as may be necessary, to the University of North Carolina for the development of plans for the reorganization of the work of the University and of the institutions under its control. We deeply appreciate this grant and the services of Dr. Knight which it makes possible.

I would also like to say that the Institute on Education, made possible by the General Education Board, at the University in Chapel Hill, the State College of Agriculture and Engineering at Raleigh, and the Woman's College at Greensboro, was a most inspiring thing. Representatives were sent here from institutions all over the South and the fires that were lighted here will be carried as far West as Arkansas and as far South as Florida.

With deep appreciation,

Faithfully yours,

Frank P. Graham

Frank P. Graham
President.

FPG-h

NC-81.3

DEC 20 1934

November 2, 1934

TA
EGD
DHS MD
AMJ ✓

MEMORANDUM: Study of the University of North Carolina by Dr. Edgar W. Knight

When Mr. Arnett and I were in Chapel Hill on November 2, Dr. Knight put into our hands a copy of his report to President Graham.

In the first chapter, Dr. Knight traces the impact of social change upon the traditional college down to our own times. This running review of critical articles and past experiments contains much interesting material and provides an excellent setting for a brief description of the most significant departures from traditional practices today.

The second chapter deals with the Chicago Plan, the General College of the University of Minnesota, the Courses in Contemporary Civilization at Columbia, and other developments looking towards a larger recognition of the individual interests of students and of their responsibility for their own education. This chapter is followed by an objective analysis of the University of North Carolina from the point of view of entrance requirements, high school preparation, courses, departments, student performance and records.

The final chapter deals with constructive suggestions for the University of North Carolina, and makes good use of the foregoing material.

The report is a thoroughgoing study, sympathetic, critical and constructive. Dr. Knight's interpretation of the needs and opportunities of the University and the desirable steps in its reorganization will, no doubt, prove of great service to President Graham and the members of the faculty in guiding the institution through one of its most critical periods. It deserves careful study and consideration.

JACKSON DAVIS
J.D.

JD:H

DEC - 7 1934

~~WWB~~
~~DHS~~
TA JA
AMJ
NC-81.3

INTERVIEW: Dr. E. W. Knight
Jackson Davis

Richmond, Virginia November 30, 1934

Dr. Knight raised several questions regarding the report upon the University of North Carolina which he handed Mr. Arnett and myself in Chapel Hill on November 2. I expressed my admiration for the valuable work he had done in this study.

He wished to rework the material in the first chapter for a magazine article. As this is purely general and historical in its nature, I told him I thought there could be no objection to that.

Mr. Leland, of the ACLS, on a recent visit to Chapel Hill had read most of the report and wished to borrow it. Knight had declined. He also said that Dean Staples of Hendrix wanted to see it. He asked what the officers of the GEB would wish him to do about these and other similar requests.

I replied that the report was first of all for the University of North Carolina, and that we should consult President Graham's wishes. Knight had not had an opportunity to talk with Graham since the report was completed. Graham has been in Washington for some time, but is expected back next week. Sections of the report would certainly be of interest and help to a number of other persons. If it should be circulated to outside people, Knight suggested omitting the last part dealing purely with local matters. I said that I would discuss the matter with the members of our staff after they have had an opportunity to examine the report.

The North Carolina Legislature meets in January, 1935. There is hope that the University may obtain some financial relief. Faculty salaries are still cut 32% and the continual strain is lowering the morale.

Dr. Knight has been asked to be director of the summer school. He is reluctant to give up his teaching interests and his usual summer work at Columbia,

but the opportunity of coordinating the summer work of the three units of the University appeals to him. Also he would be in contact with the promising movements in public education, and could influence the policies of the state more directly. He said the Institute last summer had had a wide influence in North Carolina.

Mr. Knight reported progress on the new general courses which he is working out with faculty committees.

JACKSON DAVIS

J.D.

JD:H

FORM 199

MAY - 1 1935

NC-81.3

GRB	files	AHJ
(original to LKF, EED DHS, RJH, JPM AVR)		

INTERVIEWS: JM

Dean Dudley D. Carroll
School of Commerce, U. of N.C.
April 30, 1935, with LKF

C reported that he has been invited by President Graham to assume the direction of the reorganisation of work at the University of North Carolina during the first two years. It is probable that work during that period will take the form of a general college. C has not yet definitely accepted appointment and doubts if he will care to unless most if not all of the various schools of the University can be brought into the plan. There is no question but that the School of Commerce and the College of Arts and Letters will participate. An attempt is now being made to bring in the schools of applied science, engineering, and pharmacy.

Work to be offered in the general college has not yet been definitely planned. It will probably differ from the general college at Minnesota in that admission will be restricted to students of university calibre. Special attention will be given to their selection and guidance in advance of their admission. Unless students have strong reasons for living elsewhere they will be assigned to living quarters where they will be closely associated with advisers drawn from younger faculty members and teaching fellows. C hopes to effect an agreement with the Dean's office whereby entire control of the students in the general college would rest with him as its director.

C expressed the hope that he might have a further opportunity to discuss plans for work in the general college if he decides to accept President Graham's offer.

JM:HR

JUL 17 1935

nC. 81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
DEAN OF ADMINISTRATION

July 4, 1935.

Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

Dear Mr. Brierley:

Below is given a report on the expenditure of the $7500 which the Executive Committee of the General Education Board so generously granted us June 15, 1934, for the development of plans for the reorganization of the work of the University of North Carolina, to enable Professor Edgar W. Knight to devote himself during the year beginning July 1, 1934 to the work of developing general courses in the Social Sciences and in the Biological Sciences and to other work connected with the reorganization plan of the University. I am happy to tell you that this work has proceddd quite satisfactorily, that the two general courses have been planned and will be set up at the beginning of the college year 1935-36; that our faculty has developed a lively interest in the purposes and plans of our reorganization and we feel that the appropriations which you have made for this work during the past two years have already produced very useful results. All of us are grateful to the General Education Board for its continued interest in the University of North Carolina.

The budget covered by the Board's grant was as follows:

Salary of Professor Knight for one year . . .	$5,000
Salary of secretary	1,500
Travel expenses	1,000
Total	$7,500

These items have been expended as follows:

Salary of Professor Knight		$5,000
Salary of secretary		1,500
Travel expenses:		
Subsistence . . .	$315.02	
Transportation . .	632.66	
Other	76.49	
Travel by automobile	78.00	
	$1102.17	1,102.17
Grand Total		$7,602.17

The University of North Carolina is glad to be able to absorb the item of travel beyond the appropriation for that purpose.

With renewed thanks for your assistance and with all good wishes, I am

Very sincerely yours,

R.B. House
Dean of Administration.

RBH-1

FORM 664

JUL 17 1935

NC 81.3

MAIL.....			
	GJB		
	AWA		
	HSH	JUL 12 '35	
	MPH		

July 12, 1935

My dear Mr. House:

Many thanks for your letter of July 4, reporting expenditures for the year 1934-35 under the Board's appropriation I 2746 for the development of plans for the reorganization of the work of the University of North Carolina and the institutions under its control.

Very truly yours,

ARTHUR G. ASKEY

Mr. R. B. House
Dean of Administration
University of North Carolina
Chapel Hill
North Carolina

MPH

NC 81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

August 8, 1936

Dr. Trevor Arnett
General Education Board
49 West 49th Street
New York City

My dear Dr. Arnett:

I am sending you a copy of our consolidation report adopted by the last Board of Trustees. Sometime when you have time, I wish you would read this report and send me your opinion.

The several special and vested interests involved in the three institutions made what I hope was a last stand against a real consolidation of the duplicating schools. We had in our three state institutions of higher learning two library schools, two schools of commerce, three schools of education, two engineering schools, and the prospect of three graduate schools. You will realize, of course, that the consolidation of these duplicating schools, if done sincerely, would require clear, resolute purpose on the part of the Board of Trustees in support of the administration.

On account of your own thinking with regard to these problems and your interest in this development, I would like very much to have your views as to the actual consolidation as now carried out under one administration. The Board of Trustees, in a most decisive fashion, supported the recommendations herewith set forth. A further word from you in line with your own views and thinking would be most helpful at this time to settle the matter in winning moral support which is developing, in my opinion, with cumulative power. I will, of course, be wise in the use of any statement that you have to make.

I hope you will have time to read the whole report and give me your well considered opinion. I deeply appreciate your own thinking with regard to our whole situation.

With kindest regards, I am

Sincerely and gratefully yours,

Frank P. Graham

Frank P. Graham
President

Form 624

T. A.		Za

UC 81.3

August 17, 1938.

My dear President Graham:

Your letter of August 8th reached Mr. Arnett as he was leaving for England. He has asked me to acknowledge it and to tell you that, though he did not have time to read it, he will be pleased to give it his attention upon his return.

Very truly yours,

GENERAL EDUCATION BOARD

By G. M. L.

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

GMG

Undergraduate Work and the University of North Carolina

By

Edgar W.Knight,

The University of North Carolina

A report on recent tendencies and present problems in undergraduate work in some American institutions of higher learning, prepared under a grant from the General Education Board, 1933-34.

Chapel Hill,N.C.,
November 1,1934

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Chapter I

The Background

"I must in all honesty say, that, looking back through the years, and recalling the requirements and methods of the ancient institution, I am unable to speak of it and with all the respect I could wish. Such training as I got, useful for the struggle of life, I got after, instead of before graduation, and it came hard; while I never have been able -- and now, no matter how long I may live, I never shall be able -- to overcome some great disadvantages which the superstitions and wrong theories and worse practices of my Alma Mater inflicted upon me. And not on me alone. The same may be said of my contemporaries, as I have observed them in success and failure. What was true in this respect of the college of thirty years ago is, I apprehend, at least partially true of the college of today; and it is true not only of Cambridge, but of other colleges, and of them quite as much as of Cambridge. They fail properly to fit their graduates for the work they have to do in the life that awaits them."

Thus was Harvard criticized by Charles Francis Adams, Jr., in an address called "A College Fetich" which he gave before the Harvard Chapter of Phi Beta Kappa June 28, 1883, three decades after he had been graduated by that distinguished institution. A century earlier another distinguished son of Harvard (Harrison Gray Otis) had charged that his Alma Mater was oppressed by traditional and fixed academic customs. In 1782 he said: "May Father Time ameliorate his pace and hasten the desired period when I shall bid adieu to the sophisticated Jargon of a superstitious synod of pensioned bigots."

In these two bitter criticisms is revealed the supremacy of ancient higher educational ideals that had been inherited from the early colonial colleges and had persisted through the eighteenth and far into the nineteenth century. The substance of the college curriculum far after the Civil War rested upon old foundations and a historic model whose roots reached back into the dim past. Higher education was firmly fixed in the grip of a stubborn tradition that was to become and remain for many decades the center of violent scholastic struggles, conflicts between the traditional subjects on the one hand and modern subjects on the other. Nearly two and a half centuries were to pass after the founding of Harvard before serious attention was to be given by the colleges and universities of this country to the facts of the material universe and the science of human society. Meantime, college students continued to be immersed in ancient linguistics, vague theories, and dogmas that bore little relation to their life. Opportunities for vital education were probably little richer here than in England in the eighteenth and a large part of the nineteenth century.[1]

The American college is a native institution only in the sense that it is a European institution transplanted to this county in the seventeenth century by the early settlers who brought it from England along with their Bibles and their axes.

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1 Gibbon, the historian, said of Oxford in the middle of the eighteenth century: "The Fellows or monks of my time were decent easy men, who supinely enjoyed the gifts of the founder: their days were filled by a series of uniform employments - the chapel, the hall, the coffee-house, and the common room- till they retired weary and well satisfied to a long slumber. From the toil of reading, writing, or thinking they had absolved their conscience."

It soon became an accepted part of life here and is still taken for granted. College presidents who wrote about it, especially before the Civil War, almost uniformly praised it as an institution whose promise of permanence was an argument for its usefulness to American life. The most difficult problems that faced college executives during that time and even since emerged from the continued necessities of trying to adjust the work of the college to the needs of its environment and its supporting constituency. But real changes came slowly. In aims and policies American colleges were very similar down to the middle of the nineteenth century. They were also quite similar in their programs of study. In the main, the curriculum was prescribed and fixed for all students without regard to their needs or abilities, and electives were generally unknown.

But the history of the collegiate curriculum of the United States shows it definitely as a growth and not as an accident. From the curriculum of Henry Dunster, who brought it from Cambridge in 1640, from the earliest to the latest record of the course of study, there is this evidence of growth, although fundamental changes did not take place in the curriculum until after 1860. The story of this part of the American college, over which conflicts have so often waged, also shows that as time passes and conditions change the demands upon the college curriculum increases. In the main, this story divides itself into three rather definite periods: from the beginnings to about 1860; between that date and the World War; and since the World War.

The first of these periods was marked by the well-known domination of the classics in a fixed curriculum of a few other

subjects that included mathematics, rhetoric, logic, and moral philosophy,- the seventeenth, eighteenth, and a part of the nineteenth century version of the ancient trivium and quadrivium, the "seven liberal arts," which formed the curriculum of the mediaeval universities. These subjects were standard in most of the colleges; slight differences here and there only served to give emphasis to the similarity of the American college curriculum for two centuries or more. Generally, also, these subjects had become ends in themselves. Completion of them was required because of their alleged cultural values and the dignity they were supposed to bestow upon the students who kept the faith and finished the course.[1] Occasional efforts at departures from the traditional curriculum were made, - as at Philadelphia under the influence of Franklin about the middle of the eighteenth century, at William and Mary about 1779, by suggestion of Governor Thomas Jefferson, and at the University of Virginia, in 1826, under the influence of Jefferson. But prophets of new ideals in collegiate curriculum were not numerous in the United States until far into the nineteenth century.

The second period in the development of the college curriculum of the United States may be said to have begun after the Civil War. If a date must be fixed the most nearly accurate one would probably be 1869 when Charles W.Eliot began his

---

1 "Here in college is to be fashioned, in the highest attainable perfection, the scholar, the citizen, the good man, the Christian gentleman," said Charles King in his inaugural address as president of Columbia College, New York, in 1849.

distinguished career of forty years as president of Harvard. From that time until about 1914 the tendency was definitely away from a fixed curriculum toward gradually increasing freedom of elective programs, under the assumption, which some thoughtful people believed to be a bit violent, that the college student was sufficiently mature to make wise selections of his courses. The classics now began to yield and numerous new subjects were given places in the curriculum.

The elective system gained wide vogue under the influence of Harvard which was the leading university of the land and therefore identified with the fitness of things. By 1885 Eliot was able to say of that institution: "No required subjects now remain except the writing of English, the elements of either French or German, and a few lectures on Chemistry and Physics." His address on "Liberty in Education" presented the arguments for the elective system.[1]

No consideration of the change in the curriculum during this period, however, can neglect the significance of the secular upheaval in its administration following the advent of the "Gilded Age," when the colleges and universities appeared to begin to pay "less and less attention to the thunders of the pulpit." Great business leaders were being appealed to for educational endowments and by 1900 the lists of trustees of colleges and universities "read like a corporation directory." This change from ecclesiastical control to lay control of higher education had direct effect upon the heritage of the old classical

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1 See Eliot, Charles W., Educational Reform.

tradition which had come down from the theologians and had held sway since colonial days. The classics which for centuries had been bent mainly toward theological purposes began to wane and religion began to have a smaller place in the program of higher educational study. This dissolving process was hastened also by the growth of the natural sciences as subjects of instruction in the colleges and universities. Changes in the curriculum now began to point definitely towards business and the secular professions. Meantime, Eliot was reorganizing Harvard and, apparently with the manner of a business "efficiency" expert, was sweeping the place clean of "most of the old-fashioned teachers whose minds and methods belonged to the eighteenth century." As already noted, the classical prescriptions for the Harvard degree were radically altered. Henry Cabot Lodge remarked on the change that under the old plan "a certain amount of knowledge, no more useless than any other, and a still larger amount of discipline in learning were forced on all alike. Under the new system it was possible to escape without learning anything at all by a judicious selection of unrelated subjects taken up only because they were easy or because the burden imposed by those who taught them was light."[1] Whatever the criticism - and it increased during the next few decades - the widened elective curriculum offered to those students who were really interested in learning richer opportunities than they had ever before known

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1 Professor Henry Adams asked one of his students under the new plan what he could do with the education he was getting at Harvard. The student is reported to have said: "The degree at Harvard College is worth money to me in Chicago." At any rate it does appear that the new plan of election served to accommodate the "spiritual requirements" of many young men who began to flock to higher education.

and in fields which the old curriculum had closed to most of the earlier generations of college students. The sciences, for example, were now given a place which had formerly been occupied only by the ancient languages. Art, music, letters and the social studies came into the curriculum of higher education even if they sometimes had to creep in through the back door.

The third period, which roughly covers the past two decades, has been marked by a strong swing away from freedom of election to a measure of prescription by the faculty, a change that appears to have come about as a result of several influences. Before the World War began chaos was threatening to reign under the rampant elective system, many of whose romantic promises were unfulfilled. Meantime, there was a growing belief among many educators who were agonizing with the problem that the college students of this country needed acquaintance with "a common intellectual world" and opportunity to develop more social intelligence. This recent tendency in the curriculum, therefore, took the form of experiments with required or elective orientation, general, or over-view courses in the social and the natural sciences, and of the establishment of group requirements, major and minor sequences, fields of concentration, and specialized curricula. There has been increasing effort also to guide students without hampering them and to adjust the work of the college to their needs, interests, and abilities. This change has been due in part to the changed student personnel (the colleges now have many students who were not the well-instructed students whom Harvard had in Eliot's day), to the new nedessity brought about by an increasingly complex world, to the influence of the fact of individual differences and to the growing need for educational

guidance. Psychology, for example, has given to educational workers instruments for knowing students better and social developments have brought about a need for the integration of knowledge. Modifications during the past two decades do not indicate that the elective system has been abandoned but rather that the principle of election has been adapted, through the means of increased knowledge of the educative process and of the human material with which the colleges work, to changed conditions. These changes have been made, as changes in the college curriculum have always been made, after much contest against the "momentum of inertia," against open opposition, and the doubts and fears of vested academic interests and departmental aspirations or ambitions.

The commonly accepted attitude toward the college curriculum appears in discussions of that subject during the three periods briefly described above. While the periodical literature does not abound in discussions of the curriculum during the first period, there is a surprisingly wide interest in it. Following the inauguration of Eliot at Harvard the discussions increased rapidly. And since the World War the literature has become voluminous. Hundreds of books and thousands of magazine and newspaper articles have dealt and continue to deal with the problem of the college curriculum. Some of the writing on this subject has, of course, been somewhat vague; but the discussion shows that higher education has become a subject for serious concern in recent years; and the re-examination of the curriculum is undoubtedly a very wholesome sign in the educational life of the United States.

The emphasis in the first period is too wellknown to be

discussed at length here. Most of the educational writings, particularly of college presidents, concerned the importance of the classics and their place in the curriculum. The doctrine of mental discipline was as fashionable in education as was that of original sin in theology. The high veneration for the traditional curriculum and particularly for the classics may be seen in the founding of Alleghany College in a frontier town of 700 people in Pennsylvania in 1817. Encased in the corner-stone were a chip of Plymouth Rock, some mortar from what was said to be the tomb of Virgil, and a piece of marble from Dido's temple. And at this institution's first commencement a citizen of the village gave an address in Latin to which the president of the college responded in the same language. Other features of the exercises included an oration in Latin, an oration in Hebrew, and a dialogue in Latin, which "proclaimed the intellectual kinship of the new community with the older centers of learning," and showed Alleghany's constituents that the new college spoke the cultured language of Harvard and Yale and therefore deserved support.[1] The contents of the corner-stone of Alleghany symbolized educational ideals which were paramount in the colleges of this country until after the middle of the nineteenth century. Moreover, the religious and political philosophy that emerged in New England was a powerful influence in determining college work from one end of the land to the other during the period under discussion.[2]

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1 See Schmidt, George P., The Old Time College President, New York, Columbia University Press, 1930.

2 The college presidents prior to the Civil War numbered about 276, and forty per cent of these educational leaders were born in New England.

A few prophets of new ideals in higher education appeared during the latter half of the eighteenth century. One of the earliest of these was an Anglican clergyman, William Smith, the first provost of the University of Pennsylvania. His "A General Idea of the College of Mirania," was written in 1753 as a guide for a group of New York citizens who were considering the establishment of a college there. Smith held that the object of all education was to perpetuate peace and prosperity by "forming a succession of sober, virtuous, industrious citizens, and checking the course of growing luxury." The plan laid much emphasis upon the selection of teachers.

Benjamin Franklin was definitely liberal in his views on education and proposed for the College of Philadelphia near the middle of the eighteenth century such subjects as surveying, navigation, physics, chemistry, history, government, civics, and modern languages; but this enlightened plan, which is conspicuous in the history of higher education in the United States, was too advanced in perspective; and soon the grip of tradition forced Pennsylvania practically into the pattern of the other Colonial Colleges. George Washington looked upon higher education as a useful servant of the new order and through it he would have the citizens of the new nation prepared for the strange task of self-government.

Another important educational proposal had come from Benjamin Rush, a colleague of Franklin, who insisted that the youth of this country should have opportunity to study those subjects and things which would "increase the conveniences of life, lessen human misery, improve our country, promote population, exalt the human understanding, and establish domestic and political

happiness."[1] Thomas Jefferson's modern view of education is well known to all students of the social history of the United States. To him "ignorance and bigotry, like other insanities," were incapable of self-government. He had high confidence in education as an instrument of democracy and free government. And the change made at the College of William and Mary about 1779 was a radical departure from the restricted curriculum that had been followed there since the college was founded. For the scholastic and theological program of nearly a century Jefferson would substitute a scientific and modern curriculum that was more practical in character. Modern languages, law, political economy, and history were introduced; and these subjects have to the College of William and Mary a broader curriculum than that of any college in the country.[2] Moreover, the students were granted a degree of freedom in selecting their subjects and the honor system in examinations.

The perspective which Thomas Jefferson had for education has not yet been widely gained in this country. He considered popular education the most efficient means of successful democratic government. He would draw the power and leadership of the State from the people themselves through education. He would bring the fundamentals of education within the reach

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1 See Hansen, A.O., Liberalism in American Education in the Eighteenth Century. The Macmillan Company, 1926.

2 Williams College, chartered in 1793 by the legislature of Massachusetts, at once permitted French instead of Greek as a subject for entrance and shortly afterwards created a department of French language and literature. Bowdoin College, organized about 1802, showed a slight liberal tendency in its curriculum.

of all so that worth and genius could be found in every condition of life and the State could profit by "those talents which nature has sewn as liberally among the poor as among the rich, but which perish without use if not sought for and cultivated." He would rake "from the rubbish" the best geniuses of the commonwealth.

It is interesting to note also that Jefferson was among the earliest advocates of "adult" education. He would link up the school to the work shop, the farm, and the office. He proposed convenient classes for elementary and practical instruction by lectures, to be given in the evening so as to afford opportunity for those who labored in the day time. To such schools, he said, "will come the mariner, the builder, the metallurgist, the druggist, the tanner, the soapmaker, and others to learn as much as shall be necessary to pursue their art understandingly of the sciences." Probably no man in our entire history has urged so bold an extension of activity in education as did Thomas Jefferson. Moreover, he drew no line on state administrative enterprise other than the needs of the community. He insisted on no rigid forms; he was not tenacious of the mold in which education should be introduced: "Be that what it may, our descendants will be as wise as we were, and will know how to amend and amend it until it shall suit their circumstances."

When Samuel Johnson was chosen the first head of King's College (now Columbia University) he was asked to prepare its course of study and the ideal program which he laid down has probably not yet been realized. In his "Advertisement" of the new institution he announced:

"The chief Thing that is aimed at in this College is, to

teach and engage the Children to know God in Jesus Christ.... and to train them up in all virtuous Habits, and all such useful Knowledge as may render them creditable to their Families and Friends, Ornaments to their Country and useful to the public Weal in their Generations...." But, with the exception of a somewhat early development of courses in economics and political science the curriculum of this institution was not very different from that of any other college until 1866 when F.A.P.Bernard became president and started the work which transformed the college into a university.

Between 1779, when Jefferson proposed a liberal plan of education for Virginia, and the time when Charles W.Eliot began to change things at Harvard, the growth of the ideal of a liberal college curriculum was slow. In practice the traditional program generally continued to be followed for many years. In 1842 Francis Wayland said, in his "On the Present College System," that "the Northern Colleges are so nearly similar that students, in good standing in one institution, find little difficulty in being admitted to any other." Mental discipline was the chief purpose of the college and any effort to alter this was not looked upon with favor.

In 1802 the trustees of Union College in Schenectady permitted those students who were not headed for the learned professions to substitute French for Greek; and by 1828 Union had established a course in which neither Latin nor Greek was required for admission or graduation; modern languages had taken the places of the classics. This was a revolutionary change and brought violent protests from representativds of the old order who cried out that all that was wise and good had been

repudiated and that Union was faithless to the old tradition, had lowered scholastic and ethical standards and was demoralising higher education. But it appears that President Eliphalet Nott held to his educational convictions.

Among the small group of dissenters and independent thinkers in higher education during the first six or seven decades of the nineteenth century must be included President James Marsh of the University of Vermont who sought to liberalise the curriculum and to humanize the discipline of that institution. He undertook to break down the rigidity of the old curriculum and to provide the students with more natural motives for real study, by appealing to their interests, as his "System of Instruction.... in the University of Vermont" (Burlington, Vt., 1931) shows. In the forties and fifties Francis Wayland of Brown advanced some noteworthy views in his writings, especially "Thoughts on the Present Collegiate System in the United States" (1842), "Report to the Corporation of Brown University" (1850), and "The Education Demanded by the People of the United States" (1855). He was among the earliest college leaders to re-examine the base of higher education in this country, following a visit to Charlottesville. The University of Virginia impressed him as an institution that was measurably emancipated from the slavery of scholastic tradition; but he saw afflictions in the emphasis which the colleges of New England placed upon academic precedent and authoritarianism. He believed that "God intended us for progress, and we counteract his design when we deify antiquity and bow down and worship an opinion, not because it is either wise or true, but simply because it is ancient." He argued in "The Education Demanded by the People of the United States" and

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in an address at Union College in 1854 that the college curriculum should not be looked upon as a fixed pedagogical faith anciently delivered to academic saints. But, the curriculum of a college should be intelligently adapted to the talents of its students and the needs of those who support the institution and to the needs of the community, state, or region which it presumes to serve. This view of education, advanced four years before John Dewey was born, also questioned the validity of the doctrine of mental discipline nearly two decades before Edward Lee Thorndike saw the light of day, and urged that science have its place beside the classics more than a dozen years before Eliot took over the direction of Harvard. The mediaeval subjects of the classics and mathematics, as Wayland called them, could not meet the needs of the American people, he argued. Moreover, the outmoded arguments that these subjects provided mental discipline were only lazy excuses of poor teachers, he said. He argued that entirely too much time was given to drill in language and that the college graduates could scarcely translate the Latin printed on their diplomas. The old curriculum was supported only by traditional authority and should be required to stand upon its own merits.

When Josiah Quincy became president of Harvard College in 1829, the theme of his inaugural address was "The Spirit of the Age," in which he discussed the "wants of the age; and the duty of literary seminaries to keep pace with that spirit and to supply those wants." The tone of this address was moderate and Quincy's statement of his educational faith was probably acceptable to most of his conservative contemporaries. But there is in the address an uncommon liberality for the time. Moreover, it

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showed that criticisms of the college course and the methods of the schools had been very frequent in those years, "for their lack of advancement to meet the spirit of the age." The mission of the college, as Quincy saw it, was to guide and inspire the community. This service could be rendered, he thought, not only without loss of dignity by the institution but with added fame to its reputation:

"On the one hand it is the duty of those who conduct or influence the institutions to foster the spread of intellect in the community and to encourage that noble disposition, which characterises the age, to take delight in literary works and attainments, and seek in them a refuge from meaner and grosser pleasures. On the other hand it is no less their duty to yield nothing to any temporary excitement, nothing to the desire of popularity, nothing to the hope of increasing their number; nothing to those morbid cravings for farther supply which the cheapness and abundance of exhilarating literary elements and their evaporating qualities have a tendency to create. If anything be done under such circumstances of the nature of innovation having any critical effect, it ought to be after a thorough investigation of the consequences on the permanent interests of science to the community. In this respect the conductors of such institutions have a great trust confided in them, nothing less, perhaps, than the intellectual health and powdr of the coming and future ages. Whatever is done in respect of innovations in such institutions ought to be for distinct and well-defined purposes, with known limitations and restrictions, which on no condition should be permitted to be passed."

During the first half of the nineteenth century numerous magazines contained articles and editorials dealing with higher

education. The discussions dealt with such topics as: "Colleges and Discipline," "The Relation between the Trustees and the Faculty," "Defects of the American University," "Reforms in Colleges," "Liberal Education," "Improvement in Colleges," "Improvement Practicable in College," "The Consolidation of Colleges," "The College Code of Honor," "Instruction in Colleges," "College Ethics," "College Secret Societies," "Scholarships in College," "Compulsory Attendance in College," "College Government by Students," "Reform in School and College," "Objects and Claims of Higher Education," "What is the Use of Colleges?" "University and College Reform," "Entering College," "Colleges on the Defensive," "Method of Culture in Colleges," "Scientific Teaching in Colleges," "The Poverty of the Colleges," "College and Scholastic Quackery," "The Improvement of Colleges," "College Examinations," "Colleges, Can They Reform Themselves?" The numerous discussions of "Liberal Education" indicate how persistently this subject has defied adequate definition and how slowly and grudgingly scientific and social studies were admitted to the college curriculum.

The charge of the stubbornness of tradition in higher education is amply confirmed by the literature of the period under discussion. The theory of higher education that had so long prevailed, and prevails even now in some quarters, seemed to maintain that through it minds should be formed by one pattern and human characters fashioned in a uniform mold. Most of those who were responsible for the direction of higher education seemed to see beauty and completeness in the curriculum. To them there was little or no opportunity to improve its effectiveness. It was defended eloquently and emphatically and criticism of it

was resented. The college curriculum was a definite thing, and the required subjects were believed to furnish the best discipline of minds and to be indispensable to liberally educated men. A report of a committee appointed at a meeting of the president and fellows of Yale College September 11, 1827, which seems to have been intended for the governing board of that college, emphasized discipline as the basis of higher education. A committee of the trustees who commented upon the report said:

"What subject which is now studied here, could be set aside, without evidently marring the system, not to speak particularly in this place of the ancient languages? Who that aims at a well-proportioned and superior education will remain ignorant of the elements of the various branches of the mathematics, or of history and antiquities, or of rhetoric and oratory, or natural philosophy, or astronomy, or chemistry, or mineralogy, or geology, or political economy, or mental and moral philosophy?"[1]

"But why, it is asked, should all the students in a college be required to tread in the same steps? Why should not each one be allowed to select those branches of study which are most to his taste, which are best adapted to his peculiar talents and which are most nearly connected with his intended profession? To this we answer, that our prescribed course contains those subjects only which ought to be understood, as we think, by every one who aims at a thorough education."

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1 See Snow, Louis Franklin, College Curriculum in the United States, Columbia University Contributions to Education, Teachers College Series, No.10, New York, 1907.

This report denied that Yale was not progressive and insisted that the institution had properly found "what was and what was to be the best college course possible for American youth. Any change from the existing order was to be resisted as one resisted a dire calamity to students, college, and the commonwealth. For the safety of all the present excellent, adequate and comprehensive system of collegiate education must and should be preserved." The influence of these ideas on other colleges appears to have been strong, for graduates of Yale were then moving into the western and southern states as educational workers and were carrying with them the ideas of discipline, of thoroughness, and of the completeness of the Yale program under which they had themselves been nurtured. The report of the Yale faculty stated that the college should not be opened to the general public because in doing so "we would lower our standard and would lose prestige and students." The report also insisted that badly prepared students constituted one of the chief difficulties of the institution. Another difficulty was the notion of the students "that some difficult studies have no practical utility." Yale had an "abundant supply of this Lombardy poplar growth, slender, frail and blighted. We should like to see more of the stately elm; striking deep its roots, lifting its head slowly to the skies, spreading wide its grateful shade and growing more venerable with years." The report also insisted that "We must set the standards for the lower schools."

One of the Yale professors who highly commended this report declared that there was no "wide demand for change. By persevering in the course of conferring degrees on those only

who have been thoroughly disciplined in both ancient and modern learning, the college has much to expect and nothing to fear, but by deserting the high road it has so long travelled and wandering in lanes and by-paths, it would trifle with its prosperity and put at hazard the very means of its support and existence." The college was not opposed to improvement, declared the Yale professor, nor was it stationary. Examinations were not a farce but a "powerful incentive to study." The faculty endeavored to meet its teaching obligations as well as it understood them.

The committee of the governing board of Yale praised the faculty for cooperation in the preparation of the report and even called them educational "experts", a name that was later to resound down the decades of American educational history. This committee pointed out that the system at Yale was "all-inclusive and nothing can be omitted." Everything in it could be comprehended by every student. A parallel or different course was out of the question because it would invite poorly prepared students and gave lazy students a superficial course which would be easier than the one then followed. Thus the Yale degree would be cheapened. Innovations were dangerous because conservatism would follow them. There was no need for change, although the college was not stationary or opposed to change. It kept abreast of the times and did its work well. Here appeared a complacency which was not unlike that found in some higher educational institutions today; but a faculty that resists suggestions for changes of the curriculum has many precedents to invoke in its defense.

But other ideals than the conservative were beginning to

take form in this country more than a hundred years ago. The faculty of Amherst College made two reports to the Board of Trustees of that institution about 1827 which stated that the idea of college reform was a "popular question" even in these days. The report also stated that the American public was not "satisfied with the present course of education in our higher seminaries;" and that the course was "not sufficiently modern and comprehensive to meet the exigencies of the age and country in which we live."[1] The popular voice was not hostile alone to the ancient languages but there appeared to be a growing belief that the colleges should open their doors more widely to those young people who would not go into the learned professions but whom the colleges could help. "The complaint is, and if our ears do not deceive us, it daily waxes louder and louder, that while everything else in on the advance, our colleges are stationary; or, if not quite stationary that they are in danger of being left far behind, in the rapid march of improvement."

This is one of the earliest of the progressive notes struck by a college faculty in the literature dealing with the curriculum of higher education in the United States. Complaints were being made "by men whose strong good sense, education and standing in society entitled them to be heard." It was also argued that, these people would likely contend that in times of progress and in a country like this "It is absurd to cling so tenaciously to the prescriptive forms of other centuries"; it was ridiculous to meet demands for improvement "without cry of

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1 See Snow, op.cit., pp.155ff.

innovation." Here as in most of the quarrels about the college curriculum in most of the nineteenth century in the United States the contest was largely over the monopoly of the ancient classics. It is interesting to note also that in this report of the Amherst faculty arguments were made for the establishment of a department of "The Science of Education."

In 1867 Cornell set forth some educational ideals which were not unlike those published at Amherst forty years earlier and promised that "every effort will be made that the education given be practically useful." There was to be no fetichism in regard to subjects of study. "All good studies will be allowed their due worth." An effort was to be made to give every student studies which would take a "practical hold on the tastes, aspirations and work of his life." There was to be no "petty daily marking system, a pedantic device which has eaten out from so many colleges all capacity among students to seek knowledge for knowledge's sake. Those professors will be sought who can stir enthusiasm, and who can thus cause students to do far more than under a perfunctory piecemeal study." The plan adopted by the Board of Trustees of Cornell also called for "a closer and more manly intercourse and sympathy between Faculty and students than is usual in most of the colleges."

Other leaders occasionally expressed liberal views. Jasper Adams of Hobart College, who went to South Carolina in 1824 and undertook to put life into the College of Charleston, while a conservative in education, was not inhospitable to suggestions for improvement. Jonathan Maxey, who preceded Thomas Cooper at the University of South Carolina, introduced French into the curriculum of that institution and as early as

1811 was interested in putting science into the course of study. Courses were arranged for those students who did not wish to take Greek or Latin, and a chair of political economy was established. The interest of Thomas Cooper in the natural and the social sciences is wellknown and his lectures on geology and political economy were distinguished for their stimulation. Joseph LeConte and some other progressive members of the faculty of the University of Georgia planned some reforms in 1859 but the Civil War kept the proposed measures from being put into operation. Horace Holley, of the University of Transylvania in Kentucky, maintained that education should be adjusted to changing conditions, "much more with a regard for the present, and a prospect for the future, than from a retrospect and rememberance of antecedent times." Philip Lindsley, of the University of Nashville, had a progressive view of education, and sought to make use of a plan similar to that in operation at the University of Virginia. Henry P.Tappan of Michigan would give students freedom of choice and stimulate them not by authority but by developing their natural interests. He advocated self-direction and not compulsion. F.A.P.Barnard, who went from a professorship and later the presidency of the University of Alabama to the presidency of the University of Mississippi and then to the presidency of Columbia, changed his views on higher education and apparently became more and more progressive. While in Alabama he was an avowed conservative, but in Mississippi he had a slight change of heart as he faced actual conditions and needs in that State, and at Columbia, where he became president in 1866, he became even more liberal. There he maintained that the classics as taught in the colleges were "not

a stimulus but a sedative." When Joseph Caldwell came from Princeton to Chapel Hill he found a rather liberal curriculum in the University of North Carolina, with an unusual amount of science, history, and political economy and provision for electives, but he gradually substituted the traditional curriculum and North Carolina soon returned to the classical fold where the institution remained until the Civil War and for some years afterwards.

College presidents and faculties in the first period here discussed should not be too severely censured for failure to study the curriculum, which was fixed, unchanging, and sacrosanct. Any alteration of it would have been profanation. Moreover, even if it had seemed wise to change the program of study it probably could not have been done, because the energies of the faculty were so absorbed in making and enforcing rules of conduct among the students that they had no time to employ in curriculum reconstruction. The early American college was a patriarchial institution and the life of the student was not unlike that of a soldier in barracks. His existence for the twenty-hours was regimented and each hour was covered by a rule.

The laws of Union College in the early part of the nineteenth century contained eleven chapters running from seven to twenty-three sections each. President Eliphalet Nott, who showed a liberal tendency on questions of curriculum, said that perhaps no college had ever provided so comple te security as Union for "the manners and morals of youth, or a course more likely to ensure a thorough education." The rules at the University of Georgia consisted of sixteen pages. Princeton students were covered with rules, one of which required them to raise their hats to the president at a distance of ten rods.

Students at Transylvania could not lean on each other in class. James Russell Lowell was forced into "rustication" for two months in his senior year at Harvard and compelled to read John Locke and other difficult authors during the period. A visitor at the commencement at Yale in 1847 was shocked to see so many members of the graduating class wantonly break "the glass in their rooms. Very dignified and honorable beginning of the world for them." President Samuel Smith expelled 125 of the 200 at Princeton in 1807, following a riot, which was far from the last trouble in that Presbyterian stronghold. President Hale of Hobart "was kept at bay by a shower of beer-bottles" and at another time was forced to climb through a window and down a ladder to escape trouble from students in his classroom. At Chapel Hill the students "rode horses through the dormitory and 'shot up' the place generally"; at Charlottesville a student shot and killed a professor in 1842; and President Jeremiah Chamberlain of Oakland College in Mississippi came to his death at the stabbing hand of a drunken student.

Francis Wayland's first job at Brown "was to frame a new set of laws for the college.... It made a vastly great amount of labor necessary for both officers and students." Caldwell of North Carolina and McLean of Princeton are reported to have taken nightly walks about their respective colleges to catch student offenders, and the latter often chased them to their rooms and up trees. The president of Miami in Ohio prayed in Chapel "with one eye open." When he saw a trouble maker he would dart off the platform, attend properly to the offender, and then return to his post and resume his prayer. In most of the colleges there were long lists of merits and demerits and systems

of fines for offences. Discipline was made more difficult, too, because parents were more troublesome in those days; and in some of the smaller colleges a few students and a few "tuition fees might be the margin of financial solvency." Indulgent parents of wealth and "the alleged laziness of Southern youth" were pointed out by Basil Manly as two afflictions of his administration as president of the University of Alabama; and Phillip Lindsley told a commencement audience at the University of Nashville in 1848 that the interference by parents in his efforts at the discipline of students was one of his gravest difficulties. Irate parents caused much trouble when their son was not promoted, or got into trouble, or was sent home. The impatient president states the case this way: "The son is a high-minded, honorable, brave, generous, good-hearted young gentleman; who scorns all subterfuge and meanness, and who would not lie for the universe! Not he. In this particular at least, he is above suspicion; and, like the Pope, is infallible. While the Faculty are a parcel of paltry pedants, pedagogues, bigots, charlatans-- without feeling, spirit, kindness, honesty, or common sense.". President Nisbet of Dinkinson College often complained of interference by the trustees; and Andrew D.White gave the same condition as the basis of "the anarchy at Hobart"; the expulsion of wealthy boys meant a loss of revenue for the college and such a loss was difficult to take.[1] It should be

[1] The College of William and Mary seems to have made considerable disciplinary use of the honor system. The student's relation to the faculty is shown by a faculty regulation of 1830: "He comes to us as a gentleman. As such we receive and treat him.... He is not harassed with petty regulations; he is not insulted and annoyed by impertinent surveillance." If a student denied "on his Honor as a Gentleman" the offence the denial was taken as "conclusive evidence of his innocence."

noted, in defense of such extra-curricular activities, that mischief-making was about the only outlet for college youth who bore in the old days such a burden of original sin.

In the same year that Cornell made its announcement, John Fiske, writing in the Atlantic Monthly, said that many of the colleges needed minor reforms. He thought that even Harvard could stand a little improvement. But reform was one thing; revolution was another. So, he warned against sweeping changes. He favored a degree of the elective system and argued for "comprehensive" examinations to include fields of knowledge rather than particular subjects. A closer and more friendly relation between the students and the faculty was necessary if the colleges were to become truly democratic and liberal. The Atlantic Monthly for September 1866 contained an article, the substance of an address to the alumni of Harvard University, which attacked the prevailing system of college marks and compulsory tasks. It argued for a reduction of the college course to three years and urged that the freshman year be made a probationary period. The interests and needs of the individual student were subjugated to traditional academic forms and procedures; the first duty of the college was to offer students broad opportunities and inspiration.

In December of 1868 the Nation published a letter which discussed "University Reforms." The vacancy in the presidency of Harvard afforded a good opportunity for that institution to improve its work. The need was for a new form of discipline, for the old system had led to the preoccupation of the students with "grades," to emphasis upon trivialities, and to dishonesty in the relations of students and faculty. The police-like attitude of the faculty should be changed; students should never be spied

upon. The letter was promptly replied to and the charge of faculty espionage at Harvard was denied. The faculty did not spy upon students but merely tried to maintain order and dignity through cooperation. It was argued that discipline there was modern, liberal, and conducive rather than coercive. But in June of 1869, shortly after Eliot had been chosen to the presidency of Harvard, the critical Godkin noted that the battle between science and religion over the control of the universities still waged. He thought college students should be taught by lay professors rather than professional moralists. A college education, he said, should be a period of influences for the student and not a period of coercive learning, which rarely remains long with the student. And in 1882 Godkin was pouring a broadside into "Teaching in American Colleges." A middle course in the elective system would be the wisest of all, rather than too many electives or none. But it was very important for the student to choose not isolated subjects but general courses or groups of subjects. Many people feared that athletics was becoming too important in college life. But Godkin differed with them; athletics had such definite physical and spiritual values that much more time should be devoted to them.

Two months after Adams had taken Harvard to task, Godkin took Adams to task for failure to realize that the student who refused to learn Greek would probably refuse to learn any other language, as Godkin seemed to believe. Besides, the chief trouble was with the students. These fell into three classes: a small group, generally poor, who found that learning was worth all the effort and sacrifice they could make; the group who were concerned only with the benefits of the degree itself; and the idle and dullards who were beyond help. The second and third

groups included seventy per cent of all college students, Godkin said. The average college student failed to see reality in college life and so entered upon it haphazardly. Only when he saw its connection with his later life and career did he give it his full interest.

A writer in Education for July 1882 urged a division of the college period, the first two years for a general foundation and the last two years for concentration in a chosen field. Such a plan would afford the student a more nearly complete and generous education and at the same time provide him with the best disciplinary values. Improvement in the organization and instruction of the colleges would mean improvement of the work in the lower schools. All studies should be "integrated" with actual life needs, he said, and, whatever reorganizations were undertaken, only the best teachers should be engaged. "The essential test of a school system is to be looked for in the quality of its teachers."

A writer in the Atlantic Monthly the following year deplored the multiplicity of college studies and the elective system and proposed in place of the chaotic curriculum of the time the principle of general courses in the social and biological sciences not unlike the orientation or overview courses such as have found their way into some higher educational institutions in recent years. Such courses, he said, would give a good foundation for life and for further study in specialized fields. The college must fit men for living in the actual world of men, he insisted.

The next year Daniel Coit Gilman of Hopkins was asserting in the Nation that although colleges had powerful forces in their tradition yet these institutions required adaptability to change, to keep up with the times and the "circumstances of the country."

James Bryce pointed out that the ideal university would exclude no worthy knowledge, would be open to all applicants, allow freedom of choice to the students, and be a great teaching institution and not an austere examining board. To him the imperative need was for stimulative teaching. The university should adapt itself to the needs of general social progress, and no man could dictate immutable principles which would serve for all time. Friendly personal relations between the students and the faculty should be encouraged.

A writer in the Atlantic Monthly for August, 1885, insisted that among the fallacies then present in the educational thought of the country were the elective system, preoccupation with practical considerations, and the insistence upon education for the "struggle of life." The same year Andrew F.West employed the North American Review to assail President Eliot's elective system as unsound in theory and to assert that all educational experience taught that the ancient classics and mathematics were the foundations of mental training. He said that the elective system struck at the heart of what collegiate prestige the United States had built for itself, by lowering entrance requirements, by destroying the meaning of the academic degree, and by encouraging students to forsake those twin roots of culture: Greek and Latin. The monster was feeding upon the vitals of education and should be resisted and dispatched. On the other hand, the breezy Godkin of the Nation (November 1885) saw hope in the modern attitude of Harvard which offered a student 189 courses in twenty departments. He believed the college was becoming modernized and liberal and that this changed condition was due to the substitution of lay control for ecclesiastical control

in its management. A few months earlier the same publication editorially deplored the position of college professors in this country. They were at the mercy of the boards of trustees who were generally business men, usually ignorant, uncultured, money-grabbing people who cared not a whit for the actual educational work of the colleges but only for filling the institutions with tuition-payers. The editor believed that the professors could manage better.

The next year the Atlantic Monthly declared that college or university classes should not rest "the freightage of the memory," but should have "an enduring influence upon the thought of the people." It should put sociology, the study of human society and of human institutions, laws, and relations in the place of subjects that promised so little to the students who pursued them. The University should teach, among the subjects, the history of the family and society: the University exists for the students rather than they for it,- a view of higher education that has not yet been gained generally in the United States.

In the late nineties Cosmopolitan provoked considerable discussion by its questions to leading educational administrators on "Modern College Education- Does it Educate, in the Broadest and Most Liberal Sense of the Term?" Later the magazine invited students to give their side of the question, in a prize contest which many college and university presidents objected to for the reason, stated or implied, that the opinions of students on such matters werenot valid.

An article in the Atlantic Monthly in 1900 urged that the college course be reduced to three years and that the college encourage the planning of the student's course far enough ahead so that his study would assume a definite direction. Articles in

the Independent in that year urged that a period of three years was sufficient for a college course. The Outlook urged that the college curriculum be liberalized, to meet the changed conditions of modern life; and the Nation contended that the increased academic machinery for the sake of the system was not good for the students or the public. The following year the Independent asserted that the college should stand for broad and liberal education rather than specialties. School Review for that year pointed out an affliction that has increased in American education during the past thirty years: that students were required to repeat during their first or second year in college work previously done in the high school; it warned against the unguarded system of election that was already finding its way into secondary education. About the same time Dean Briggs of Harvard advocated a few subjects in the secondary schools, "a modest general education" in the early years of college, and the opportunity for the students to specialize energetically later.

Education conducted in June of 1900 a symposium on "The Problems which Confront our Colleges at the Opening of the Twentieth Century," in which a number of distinguished university presidents participated. Among the pressing problems listed were the elective system, personal freedom of students, the controversy of the classics, interest of students in merely earning degrees, the tendency toward specialization, the lack of interest of students in politics and government, the failure of the colleges to imbue students with public spirit, the need for the integration of the cultural and the disciplinarian values in the college curriculum, the loss of simplicity in college education, the growing complexity of administration, the predominance of athletics, the apparent failure of the colleges to integrate their programs

with actual life, and the danger that the colleges would unwittingly blunder into or be led to by placing emphasis upon crass materialism. It is distressing to learn that this affliction of higher education in recent years and even since 1929 should have appeared impending more than three decades ago.

By the turn of the century the subject of higher education had a more prominent place in magazines and newspapers than it had ever before held in such publications, and between 1900 and the close of the World War there was wider discussion of higher education in the United States than this country had ever witnessed. While the increased number of students attending colleges and universities was regarded as a good sign in 1900, a slight uneasiness was felt here and there because of the apparent tendency to create a group of scholars who could not do "the common work of the world." A writer in World's Work for that year noted that "men of fortune endow schools which train youth who win success and in turn endow schools to train other youth," presumably to win success. The same publication the same year asked whether education was "the great panacea for social ills that our fathers thought it." Dr.Butler's Education in the United States, which gave an excellent summary of education in this country in 1900, sought to refute the idea or notion that education caused crime, a subject that led a colleague of his three decades later to argue that the kind of education given in the United States had caused or appeared to have caused crime.[1]

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1 Bagley,W.C., Education, Crime, and Social Progress, The Macmillan Company, New York, 1931.

An editorial in a prominent magazine in June of 1900 praised the general trend of education but criticized some of its practices, such as the elective system, the growing demand for Ph.D's in the colleges, and the lack of contact between teacher and student. Scribner's deplored the tendency toward "Teutonizing in Education" while a writer in Education urged the colleges to train their students for business, to foster business, and to give specialized courses leading to all kinds of business. The heads of the colleges should be business men, he said. "Culture for its own sake has gone up in smoke."

An editorial in Scribner's warned against our acquiring the faults of the German system in the tendency to let learning swamp common sense, tact, the sense of proportion, and the sense of humor. An article in Review of Reviews in 1901 undertook to answer the charge of business men that college graduates were "commercially inefficient." The writer urged that the colleges attend more seriously to the task of guiding students "to sane and self-directed manhood" and asserted that the luxury indulged in by college students was parasitic and was partly paid for by the miserably paid college professors. The Forum deplored the standards of the market place and the counting-house in education and also its lack of touch with public affairs. A closer connection between higher education and public service would save politics from becoming materialistic and education from becoming monastic. Woodrow Wilson, in his inaugural as president of Princeton declared that the colleges should deal with the spirits and not the fortunes of men. An editorial in the Forum discussed the need for shortening the college course; the Nation editorialized on "Education as a Public Peril,"

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and warned against the relaxation of discipline; Lyman Abbott in the Outlook made a plea for the "Educational Rights of Man," urging the colleges to provide a broader education and the inclusion of religious instruction in the schools; Hamilton W. Mabie made a plea for the teaching of internationalism; Andrew S. Draper charged that the chief trouble in education was with disagreeing experts who kept the schools stirred up; another writer cried out against uniform universal education; Professor George Trumbull Ladd, in "Disintegration and Reconstruction of Curriculum" in the Forum, urged that the curriculum be made over, that certain courses should be required, and that the liberal arts course be reduced to three years. He frowned upon the excessive and injudicious use of the elective system. For an increasing multitude of students education was "cram, cram to get into college and sham, sham to get through." Jealousies, prejudices, and the inhospitality of professors toward fields of study outside their own specialties prevented an intelligent reconstruction of the curriculum . Departments should cooperate and offer integrated courses, he said.

Michael Sadler, in an article in Educational Review in 1903 deplored the tendency of higher education to become superficial and soft and the apparent efforts of business men to dictate its curricula; the National Education Association was told in 1903 that the perils facing education came from common defects of American civilization, the confusion of counsels inside the college and the feverish pursuit of that which "pays" as the end of life; that of all the perils to education commercialism was the most dangerous. And when the Amherst class of 1885 celebrated its twenty-fifth anniversary its alma mater was vigorously warned against going off after the strange gods of technical and vocational education and against the fashionable tendency to train

men "with a direct view to gaining a livelihood;" Barrett Wendell wrote in the North American Review in 1904 on "Our National Superstition" in which he pointed to the "flabbiness" of college students. An article in the Atlantic pointed to the growing materialism, regretted the passing of the good old-fashioned virtues of New England, and questioned whether real progress had been made; an article in the Educational Review pointed to the dangers of the utilitarian emphasis in education as did also the editor of The Dial who saw outside pressure on the schools; an article in World's Work in 1907 declared that the colleges, instead of being abreast or ahead of the nation's best life, were lagging and remote; and in 1909 the same magazine published an article on the "Bankruptcy of Education" which declared that the whole curriculum needed to be changed; the same year articles in Scribner's and Educational Review called education back to discipline; an article in the Nation harked back to Plato in pleading for state control of the future of each child by sending him to a manual training school, to college, to work, or to whatever task the State thought best for him; one in Educational Review the following year, on "Straws and Sticks and Dust," railed against the elective system, the utilitarian emphasis and the "insistence on the money value of education;" as early as 1911 a writer in another magazine seriously questioned whether education enabled men to make more money and asserted that "If money is not the whole thing I think it is safe to say that it is probably seventy-five per cent of the whole thing," and he made a plea to the colleges to keep alive the spirit of general culture and to provide more general education.

A writer in The Classical Journal in May of 1912 reported that the average minimum foreign language requirement for the

degree of Bacheler of Arts in 155 representative institutions studied was seven years. Only one institution out of five required Greek for that degree, the amount of that language averaging between three and four years. There was a classical language requirement (mostly Latin) in five institutions out of every seven, the average amount of the language being five years. The writer of the article suggested that the minimum requirement in foreign languages for the degree of Bacheler of Arts should be seven years with half of that requirement in the ancient classics.

During the early years of the present Sentury protests were being made widely against emphasis upon the business preparation of college students and also against the increasing departmentalism and those professors who knew little outside their own specialties,- evidence of a definite influence of the graduate school. Preserved Smith, writing in Educational Review in 1913, charged that lack of coordination in instruction in the colleges and the disconnected way in which fragmentary information was imparted accountedfor the unreality, unpracticality, and lack of inspiration in higher education. The professors should integrate their work instead of side-stepping for fear of trading upon another's subject. The Nation compared the university to a department store, saying that it was ceasing to be the home of idealism and perhaps of ideas, and bemoaned the tendency to early specialization in college due to the influence of the business world; an article and an editorial in The New York Times in early October of 1913 charged that the colleges were turning out flabby dilettantes and substantially said that the last two years should be professionalized because business men

demanded that the graduates whom they employed should have more mettle and determination; and the same paper three years later charged that higher education had not done its part in providing intellectual leaders, bewailed the lack of insight among socalled educated men, and in a measure made direful prophecies as to the economic future after the World War; an article in Educational Review in April of 1917 urged the ideals of a liberal education as against "the insidious and baleful influences of these omnipresent, well-meaning, wingless-minded educators who unconsciously conceive young men and women as more or less sublimated beasts and who regard colleges and universities as agencies for teaching the animals the art of getting shelter and raiment and food;" and a few months later the "Bigotry of the New Education" was assaulted by the great classicist Paul Shorey in the Nation who protested against giving up all methods of education except those advocated by his former colleague at Chicago, John Dewey, and the latter's disciples; and in the year of the armistice William James made satirical war in Educational Review on "The Ph.D. Octopus," ridiculed the baleful domination of the American system of graduate instruction which insisted that professors must be decorated with a degree before they can teach in a college:".... the three magical letters were the thing seriously required. To admit a fox without a tail would be a degradation impossible to be thought of." In this remarkable piece of satire the great psychologist was pointing an accusing finger at a tyranny that was to grow more and more modish in higher education and whose blind worship was to afflict undergraduate instruction.

These and many other discussions of higher education in this country prior to the World War seem to indicate the stubborn

resistance of educational institutions to proposals for changes in their work. The explanation of this stubbornness since the days of the mediaeval universities may be found in the class or departmental struggles of the colleges.[1] These struggles, which have waged since the stormy days of Abelard, still wage in the sheltered American colleges and universities where earnest if sometime vague academic ideas continue to do battle among themselves as violently as that which has gone on among the economic forces that periodically drive men to despair. Moreover, in the story of these struggles may be seen a tendency of the colleges to lage behind movements for economic and social change until accumulated disaffection without or within the institutions compels readjustment, sometimes even by the methods of revolution.

Since 1929 the colleges and universities of the United States have been under severe criticism. Probably not all the cuts in their budgets have been made merely as economy measures. The ancient theory, so often invoked by the institutions of higher learning, that they are "free" may have appeared to the supporting

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1 In his unpublished report, The College and Society, written for the General Education Board, President Ernest H.Wilkins, of Oberlin College, gives evidence of the conservative character of higher education. He notes that the American college today has a curriculum of four years because Harvard in the seventeenth century took form as a four-year college, and that Harvard apparently had followed the University of Cambridge which required a four-year course for the bachelor's degree in the seventeenth century; that Cambridge had followed the University of Oxford, which required four years for the bachelor's degree, and that presumably Oxford required four years for the degree of bachelor of arts because "the students of the English Nation at the University of Paris had followed such a course," as shown by a statute of 1252. See also President Wilkins' paper, "The Relation of the Senior College and the Graduate School," in Proceedings and Addresses, The Association of American Universities, Twenty-Eighth Annual Conference, pp.59-60.

public to carry the implication that they feel no responsibility to help the society that supports them to solve its economic, social, and political problems. But, unless all depression signs fail the relation of the work of these institutions to those pressing problems will become increasingly a matter of serious concern to the public which supports higher education and to which it must finally account.

It seems a social misfortune that so much of the superstructure of any worthy social institution must occasionally weaken or crash to meet the needs of changed conditions among the human beings that support and depend upon it. Higher education has often been called upon to respond to really human needs before being forcedto do so. But even the adventurous and serene Eliot who refounded and enlarged Harvard was forced to turn "the place over as a flapjack," as Oliver Wendell Holmes said of the young chemist-president, and in doing so he made out of a provincial college the most eminent university in the United States. This happened after 1869. And when Engineer Arthur Willard was elected president of the University of Illinois in March of 1934 he was reported to have promised the taxpayers of that State "a model of economy and service. This much I know," he said, "the universities are going to have to do a better job of turning out men and women who can take care of themselves. The average college graduate.... has been prepared for everything but life." This is substantially what Adams had said fifty years earlier. President Willrd's stricture on higher education is not new in the United States. Nor was Adams's bold criticism of Harvard entirely new. For, many of the questions that have agitated American educational

leaders particularly since the World War had been raised often in this country for nearly a hundred years before that catastrophe, as this chapter reveals.

In the next chapter an effort is made to indicate changes and tendencies in the undergraduate curriculum during the past two decades, which mark the third period in the history of higher education in the United States.

Chapter II

Some Recent Changes and Tendencies

As noted in Chapter I the curriculum of higher education in the United States since the World War has tended to swing away from freedom of election to a measure of prescription. This tendency has often taken the form of experiments with orientation, general, or overview courses especially in the social and the natural sciences, and of the establishment of group requirements, major and minor sequences, and fields of concentration. During this period also there has been an increasing effort to guide students more intelligently than before and to adjust the work of the colleges more definitely to their needs, interests and abilities.

No attempt will be made in this chapter to appraise or even to describe fully those new college plans which have been so widely discussed in recent years. If time permits, however, after the present report is prepared an effort will be made, in a supplementary report, to discuss more fully than is possible here some observations made by studying in the Fall and Winter of 1933-34 some of the new plans, especially the Columbia Plan, the Chicago Plan, Sarah Lawrence College, Bennington College, and the General College of the University of Minnesota. The literature of other innovations in undergraduate instruction has been examined rather carefully. Although it is doubtful if any one of the plans here mentioned

should be imitated by the University of North Carolina, it does seem clear to me after a visit to these institutions and after attending many classes in them that they have some valuable lessons for undergraduate instruction here. The purpose of the present chapter, therefore, is to consider those features of undergraduate work studied at other institutions which appear to have significance for such work in the University of North Carolina.

During the period since 1918 more serious consideration has been given to the problems of higher education than at any time in the history of this country. And yet, it seems partly within the limits of the facts to note that one of the greatest afflictions yet remaining in this area of education is that deadening habit of the academic mind that assumes that what is in the curriculum is what has been in it and is, therefore, best and must remain. The story of the present period reveals how definitely reverential are college faculties for their subject matter and how highly subject-centered are the colleges and universities. Many college faculties still appear to look upon their subjects as ends in themselves. And it is often justifiably charged that too few college faculties appear to view the work of the college as a social function, as a means of social evolution, and as a way toward the betterment of human society.

During the period under discussion there has been a definite tendency toward "general education," however, especially in the first two years, for the purpose of relating the work of the college more directly than did the older curriculum to the life needs of the students. These changes have been made also in an effort to offset the obvious disadvantages that followed the rapid

increase of courses during the past two decades under the influence of the elective system. An examination of the catalogue of any representative higher educational institution shows numerous new courses which cover only a limited section of a field of knowledge and which in most cases proclaim increasing departmentalization. This increase of courses was a natural result of conditions that appeared after the World War when multitudes of students crowded into the colleges and universities and governing higher educational authorities were zealous in expanding their plants and their educational facilities. This condition was conspicuous in the University of North Carolina as the next chapter will show. In due time, however, the economic crisis brought depression to education and college administrators and faculties were forced to re-examine and re-appraise their work.

Some consideration was being given here and there throughout the country to the improvement of college work even before the collapse in 1929. But during the past two decades the literature on higher education has enormously increased, as noted in Chapter I. Thousands upon thousands of articles have been written on various aspects of the subject, associations of college administrators and of college teachers have been more energetic than ever before, and numerous committees have labored almost incessantly over problems of the curriculum, improved methods of instruction and personnel work among students. And the relation of higher education to secondary education has been studied more thoughtfully than at any time in the past.

Courses in so-called general education appear, however,

to have begun not from concern of the administration and faculty for the welfare of students but from the interest of the students themselves, from such organizations as fraternities and sororities and religious associations that sought to assist entering students to adjust themselves to campus life.[1] The students, therefore, appear really to have taught the administration that they needed something that the colleges were not providing; and the responsibility for "orientation" of freshmen, for example, soon became a recognized function of the institutions.

As early as 1911 Reed College offered its freshmen a three-hour credit course known as "College Life Course" in which the history and purposes of the institution were studied. Brown University about the same time undertook to do much the same thing. A few years later Amherst developed and offered a course on "social and economic institutions," one of the aims of which was "to teach freshmen to use the library, read newspapers and magazines, make reports and carry on discussions of live topics and issues." Antioch College offered a course called "College Aims" in which instruction in methods of study was emphasized. These early orientation courses also treated problems of adjustment to college environment, offered advice regarding the choice of curriculum, in an effort to provide a program of guidance, a practice that has now been inaugurated in a great many of the most progressive

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1 See Thayer, V.T., Junior College Curricula and Courses in Colleges of Liberal Arts, an unpublished study made for the General Education Board, 1932.

educational institutions of the country. Some institutions now even go so far as to give advice to seniors in high schools through information furnished by the colleges to the high school principals. Ohio State University publishes and distributes such information for students who contemplate attending that institution; Oberlin and Colgate prepare bulletins on academic and vocational advice; and Yale has recently greatly increased its efforts to bridge the gap between the secondary school and that institution.

Just after the World War, whose aftermath stimulated colleges to provide orientation, general, or over-view courses, Columbia, Indiana, Williams and several other institutions began to pay serious attention to the problem of general as opposdd to specialized undergraduate instruction. By 1922 forty-one colleges were making provision of this kind for their students as compared with only eleven institutions before the World War; and by 1926 seventy-nine institutions were offering orientation or general courses for standard college credit. Such courses are numerous now and are annually being introduced throughout the country by institutions that see the need for basic courses which promise to bring some order out of the chaos which followed the rampant elective system.

In 1918 Princeton established a course known as "Historical Introduction to Politics and Economics." For sometime Dartmouth has had special required courses for freshmen which deal with an introduction to industrial society, with evolution and with physical education. The first of these is intended to acquaint the student with the materials and methods of the social sciences. After presenting a few of the more important forces which have produced the present civilization in the United

States, there follows a discussion of some of the more important problems confronting American citizens at the present time. "As far as possible," says the catalogue, "the presentation makes use of the subject matter and techniques of the various Social Sciences. Final judgments, based on the necessarily meagre data which the course presents, are actively discouraged; rather the course emphasizes the complexity of modern civilization and the necessity of long and painstaking study if an adequate understanding of modern American is to be attained. It is hoped that the course will demonstrate the necessity and desirability of further work in the various Social Sciences."

The course dealing with evolution is intended "to acquaint the student with the nature of the universe in which he lives and the methods of science by which an understanding of this universe has been attained. Specifically the survey embraces the fields of physics, chemistry, astronomy, geology, and biology. In each of these fields the subject matter is presented only to a sufficient extent to prepare a background which will be adequate for an understanding of their evolutionary phases. In addition an effort is made to give the student some acquaintance with the vocabulary of these sciences and some conception of the purpose and significance of scientific investigation." The course is required for all members of the Freshman class in either the first or second semester.

Dartmouth places physical education on an equality with other subjects. The course is not regarded merely as a means of training the body but as a vital educational force which will contribute to the health of both body and mind. There are lectures on physical education and hygiene, the prevention of disease, gross human anatomy, physiology and muscular exercises,

personal hygiene, dietetics. Attention is given to nutrition and medical gymnastics, to recreational activities, posture, correction of physical defects, underdevelopment and improvement of carriage and the like,- "in general, sanitary and moral prophylaxis."

The Chicago Plan.

The new plan inaugurated at the University of Chicago in 1931 grew out of a long and careful study of conditions in that institution. Just as other important new plans in undergraduate instruction, the Chicago Plan has been widely publicized and rather high claims have been made for its merits. Improvement seems to have followed most of the changes that have been made in it from time to time and by 1934 it was possible for the dean of the college to assert that the plan, which represents a wide departure from the traditional undergradust e procedure, had been successfully proved.

The success of the plan is doubtless due in considerable part to the time that the institution took to formulate and inaugurate it. The report of the Senate Committee on the Undergraduate Colleges in May of 1928 represented long and laborious study by a group of distinguished faculty members. A reading of that report alone reflects a most careful consideration of the problems facing the University of Chicago and the determination of the institution to improve its work. Important guiding principles were set out in it. The essential educational requirements for admission called for "an appropriate degree of attainment in respect to general education" and "a demonstration of the power of independent and informed thinking." The report also asserted that in both general and special education ample opportunity should be given to the students in the first two

years to receive "inspiration by work under, and by contact with, men who by their research work are contributing to the advancement of the boundaries of human knowledge." Candidates for the upper two years of the college were to pass five examinations which were to be designed to test their breadth and depth of preparation for concentration after the first two years. Each candidate was to be required to show that he could write correct, clear and effective English; and performance in writing all of the examinations was to be the basis of judging whether the student had this ability in the mother tongue. The ability to read a foreign language was to be demonstrated; and whether the student had course credits in the language was not to be questioned nor taken into consideration, "since the method by which the student has acquired this tool skill is of little consequence so long as he can demonstrate that he has it." The plan proposed by the report substituted fields of study for course units, made provision for the exceptional student to make more rapid progress, abolished the system of credits for a degree and substituted comprehensive examinations on fields of study or some other method of demonstrating accomplishments, and placed greater emphasis upon the student's opportunity and responsibility for his own education. Several survey courses were contemplated in the report and later established, and comprehensive examinations on three such survey courses were to be passed by each candidate for the bachelor's degree. One of these fields was to be selected by the student as his major for concentration in the last two years of his undergraduate work.

As already noted, this plan has been substantially followed since its inauguration in 1931, occasional changes, however, having meantime been made in it. In general, broad privileges have been

given the students to pursue courses in accordance with their needs, to attend lectures and study as they think best, and to proceed toward the examinations for the bachelor's degree at rates determined by their own abilities. Great emphasis was placed upon substance rather than form. Moreover, the function of examination was separated from the function of instruction by the creation of a Board of Examinations, and this remarkable innovation appears to have greatly improved the relationship between the students and the instructor. It is claimed that greater reliability in the measure of the general intellectual achievements of the students has been attained by the new plan of examinations.

The distinguishing features of the Chicago Plan are fairly well-known, but they may properly be set out in summary here. The admission requirements are liberal and the requirements for the bachelor's degree are stated in terms of educational attainments which are measured by comprehensive examinations. One of these examinations is set at the level of the junior college and is intended primarily to test the general education of the student. The other examination is set at the level of the senior college for the purpose of testing the student's depth of penetration in a large but special field selected by the student. The conventional, time-serving, routine requirements of course credits and grades have been given up, attendance upon classes is not required, and the relation between the student and the teacher has been greatly improved, as already noted, by separating the function of teaching from the function of examining. Examinations are in the hands of a university examining board. A full year-course in each of four large fields has been established: one in the biological sciences, one in the humanities, one in the

physical sciences and one in the social sciences. These courses are intended to meet the general educational needs of the students, who have access to carefully prepared syllabi with well selected bibliographies. A variety of instructional methods has also been adopted, such as discussion groups, personal guidance of students, and the like. A faculty adviser is also provided for each student, and is reported to take his responsibilities seriously, always ready to serve the student as "guide, counselor, and friend." The difficulty with the discussion groups appears to be a lack of skilful leaders of discussion. Many of these groups, when observed in the fall of 1933, were in charge of younger and less experienced teachers. President Hutchins appeared to be in a mood to abandon this feature of the new plan.

Although the entrance requirements at Chicago were not increased, the institution has had more applicants than ever before from students who ranked in the top tenth of their classes in excellent preparatory and high schools. The average score of the class that entered in 1931 on a scholastic aptitude test was ten per cent above the average of the three previous freshman classes and that of the class entering in 1932 was ten per cent above that of 1931. Dean Boucher reported in January of 1933 that reports from instructors and advisers and from the physicians in the university health service showed that the freshmen of the past two years averaged "higher as interesting and attractive personalities" and better "as specimens of humanity than previous classes."

Voluntary class attendance under the new plan is almost exactly what it was when class attendance was required. In some courses the attendance is even better while in other courses it is lower than under the old plan. Apparently the students attend

the courses when they think that the class period is profitable to them. The attitude of the students appears in an informal statement which a group of them made, but not for publication: "So many able and distinguished lecturers and instructors have been provided for the Freshman courses that we would no more think of 'cutting' a class than we would think of throwing away a ticket for a concert or the theater for which we had paid good money. If we 'cut' we are sure to miss something of value to us for which we have paid a tuition fee, and the instructors are only interested in helping those who endeavor to help themselves."

Particularly interesting is the increased demand made upon the library. Apparently the students are reading more under the new than they did under the old plan. The problem of the library is to provide enough books and enough attendants to give adequate and prompt service, according to a report of the library officials. Members of the faculty also report that the students show a greater breadth and wealth of reading as a result of the general courses.[1]

It appears also that the general courses in the experimental sciences at both Chicago and at Minnesota answer those scientists who insist upon the necessity of an abundance of laboratory experimentation. These general courses in the experimental sciences are intended first to serve the general educational needs of the students and only secondarily to provide training for future specialists in science. Laboratory work is done by laboratory demonstration lectures; the students who are not planning further work in the subject are not required to spend

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1 This problem of the library was found to be acute in the General College of the University of Minnesota in the fall of 1933.

long hours in the laboratory. But those who look to specialization are given intensive laboratory training in the second year course at Chicago. When faculty members protested against the arrangement for the course in the first year, laboratory provision was made for the members of introductory class who requested it. But the provision was made on a voluntary basis. About half of the introductory class thereafter reported regularly for the laboratory work. It should also be noted that extra discussion sections were provided for students who expressed a desire for additional provision for the discussion of current problems in the light of principles developed in the four introductory general courses. According to authentic reports, one effect of the new plan is clearly on the conventional extra-curricular activities, such as athletics, social affairs, dramatics, and publications. There is now a new competition for the time and interest of the student. Although the traditional activities are not faced with extinction, there is evidence at Chicago, according to the officials of the University, that some of the student activities that flourished under the old plan will die unless they are made to serve more adequately the needs of the students. Those activities which now make the widest educational appeal to the students seem to be dramatics, publications, and the symphony orchestra.

The report of Dean Boucher shows the following results of the examinations in June of 1932 when a total of 649 students wrote from one to five examinations each:

The total number of examinations taken was 1,699, an average of 2.6 examinations per student. Of the 649 students, three wrote five examinations, thirty-six wrote four, 361 wrote three, 208 wrote two, and forty-one wrote one. One hundred and forty-

one students failed one examination or more, and 118 received at least one "A". The letter marks of all examinations were distributed approximately as follows:

A, 11 per cent;
B, 19 per cent;
C, 44 per cent;
D, 14 per cent;
F, 12 per cent;

"The returns from the four general-course examinations given in June, 1932, show that there were forty-eight instances in which a student passed an examination after having attended the corresponding course only two of the three quarters, sixteen instances in which a passing student attended the respective course for one quarter only, and fourteen instances in which a passing student did not attend the respective course at all," reports Dean Boucher. "In these three groups were eight marks of 'A' and twenty-six marks of 'B'. An impressive number of students also passed departmental sequence examinations without having been registered for all or, in some instances, even part of the year course offered to assist students in preparation for a given examination. It should be remembered that this was the first occasion the examinations were offered. We expect the number who will avail themselves of this opportunity to demonstrate achievement by examination rather than course credit to increase in the current and succeeding years. We know that a number of students, encouraged to do so by their advisers, spent much of the summer, throughout of residence, in preparation for examinations given in September. The returns from these September examinations show that there were eleven instances of students passing an examination after having attended the corresponding course only two of the three quarters, six instances of one quarter attendance, and twenty-five instances in which a passing student did not attend

the corresponding course at all. Of these three groups of students, nine received marks of 'A' and ten received marks of 'B'.

"A few high schools have already begun to guide their superior students preparing for admission to the University of Chicago so that they may not only meet our admission requirements but may also anticipate some of our junior-college requirements and, by examinations at admission or shortly thereafter, satisfy some of these requirements. This we encourage the high schools and their better students to do. We anticipate that many of our best students, having been wisely guided through their high-school courses, may earn our junior-college certificate in one year or even less than a year in college, progress at once in the upper divisions of their choice, and there in turn save more time in ratio with the degree of their superiority. Last June one student, after having been in residence only one quarter, wrote four examinations and received two marks of 'B' and two of 'C.' The passing mark is 'D'. Honors and scholarships are awarded for superior performance in the examinations. Our academic mortality rate (students dismissed for unsatisfactory work) was no higher last year than in the previous three years."

Of course it cannot be said that every student who enters upon the general courses at Chicago, Minnesota, Columbia, or elsewhere turns out to be ideal. Visits to each place and attendance upon these classes revealed a sprinkling of students who were not completely absorbed with intellectual interests. Some were seen to be talking, or reading newspapers, or otherwise paying little attention to what the lecturer was saying. In one class of freshmen a lad revealed to his instructor that the word "hectic", which the student had grossly mispronounced, came from the word "heredity." Nor do these institutions lack "smart"

undergraduates. In one discussion group visited the instructor was trying to make clear the causes of the vernal equinox. "What is the sun doing all this time?" the instructor asked. "Shining," piped up a student. Nevertheless, it does appear that general courses, wherever intelligently conceived, properly planned, and properly directed, have been successfully tested, and that they are meeting the needs of the students more definitely than was the case under the old plan; the new plan at Chicago has also served to remove the affliction of departmentalism which was increasing under the old plan, under which every department was practically a school or college. Now a department or division must study its program and appointments to its staff in the light of the needs of other departments and of the University as a whole, as well as the needs and interests of the students. Departmental autonomy has yielded and the different fields of study are now more closely related to each other than formerly, in the interest of the general educational welfare of the University.

A student at Chicago may take one or more of the comprehensive examinations any time these are offered, whether he has attended all or part or none of the courses on which the examinations are set. Most of the students, of course, attend the courses before taking the examinations, but during the year closing June 1933, some 131 students took examinations after having attended the courses only two of the three quarters. Sixty-two students took the examinations after attending the courses only one quarter and seventy-eight took them without attending the courses at all. The average of these 271 students was well above that for all the students who took the examinations,

according to a report of Dean Boucher.[1]

The percentages of thw 271 and of all the students who received the different grades follow:

	A	B	C	D	F
Faster group, percentage	14	30	36	12	8
All students, percentage	9	18	41	18	15

It will be seen that the proportion of failures in the faster group was about half that of the failures in the entire group. These figures indicate also that the superior students took advantage of the opportunities offered under the new plan and that they may not only save time by completing the degree requirements in less than four years, but that students are encouraged to work "on their own" and to save themselves from perfunctory repetition; and to engage in work that tests their utmost capacity.

The superiority of the better students was also shown in an analysis of the results of the four introductory comprehensive examinations given in September of 1933. The examinations written numbered 272, sixty being written by students who had not registered for any part of the course, fourteen by students who had attended one-third of the course, twenty-five by students who had attended two-thirds of the course, and 173 by students who had registered for the entire course.

The results are set out in a table showing also the high and the low marks of the students who took the examinations in June of 1933, when 1,961 papers were written. But the June examinations were more typical of the student body than were the September

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1 See The New York Times, April 29, 1934.

examinations. The September group contained some of the best students who had used the summer for independent study and took the examinations without attending the courses; and it also contained some of the poorest students, who had failed in some of the examinations in June and took them again in September.

The percentages of students in the various groups receiving the high and the low marks (with the number in each group in parenthesis) follow:

	Percentage Receiving A's	Percentage Receiving F's
Not taking course (60)	26.7	10.0
Taking part of course(39)	2.6	20.5
Taking whole course (173)	1.7	39.3
In the June group (1,961)	9.6	11.6

Stated differently, the sixty students (22 per cent) in the September group who had not registered for the courses wrote 80 per cent of the A examinations and 7.3 of the F examinations at that time.

In the first examinations offered, in June of 1932, one student who had been in residence only one quarter (three months) "passed five of the seven examinations required for the junior-college certificate. Under the customary time-serving plan of measuring student progress, he would have met only one-sixth of the requirements.

"The first of the new plan 'guinea-pigs,' who entered with the initial freshman class in the Autumn, 1931, to complete the requirements for the bachelor's degree, was awarded the degree at the March, 1934, convocation. Instead of being in residence the customary four years he was in residence only two and two-thirds years. Incidentally, he has been quite active in student

extra-curricular activities.....

"For many years we have given the American Council on Education psychological examination to all entering freshmen. The median scores registered a marked jump in the quality of these freshmen at the time the new plan was put into effect, and a rise each year since. The measuring figures for the years 1928 to 1930, inclusive, were .83, .83, .81, and for the years 1931- the start of the new plan - to 1933, .98, 1.04 and 1.14 respectively. In other words, the figure for 1933 is a 38.5 per cent increase overthe average for 1928-29-30, the last three years of the old plan."

The General College at Minnesota.

In the General College of the University of Minnesota appear some values which the University of North Carolina may well consider. That institution has for many years carefully studied its program, the personnel of its faculty and students, and its facilities in an effort to perform its educational task better and to make a larger contribution in social service and scholarship. The studies which the institution has carried on for a long time have dealt with the "three major and constant factors - faculty, facilities, and students," and also have paid much attention to the individual differences, abilities, and interests of students, with the result that a visitor to that campus is impressed with the immense amount of information that is at hand there concerning every student in it.

The cost of the General College seems very reasonable. The tuition charges are $20 a quarter or $60 a year for in-state students and $30 a quarter or $90 a year for out-of-state students. Seven hundred students would give a budgetary income, exclusive

of certain fees, of about $42,000 if all the students were in-state. Out-of-state students add about $2,000, making a total budget of about $44,000. Because of the size of the classes and of concentration of the examinations in the hands of the Committee on Educational Research and the concentration of the visual education program in a single department under the management of the General College, this part of the University is operating this year on a budget of between $36,000 and $38,000. That sum includes all of the expenses of the office of the dean, the visual education program, the testing program, and the hour for hour proportion of the salary of each person who teaches in the General College. By and large, therefore, it appears that the General College is not only paying its way but is contributing to the general budget of the University in the sum of $5,000 or $6,000. This budgetary economy is one of the important features of the General College. There is, of course, opposition among some of the conservatives in the faculty to large classes, but that opposition is answered by pointing to the actual work accomplished. No matter what advantages come from small discussion classes, it is quite clear that there is no question between the value of having students take lecture-demonstration courses with large enrollments under a great teacher in preference to having them sit in small discussion classes with young and inexperienced instructors fresh from the graduate school. Some of the best teachers in the University of Minnesota are teaching freshmen and sophomores in large sections in the General College.

The General College is the result of studies made by university committees, one of which was charged with making a study of the educational problems in the several schools and colleges, and was known as the University Committee on Educational Research. Another

committee, known as the Committee on Administrative Reorganization, was composed of seven of the deans of the institution, whose task was to propose an improved administrative arrangement. In 1930 a committee was established on special curricula for students who had particular life purposes "in their education that could be better served by eclectic freedom in making an educational program combining the offerings of several colleges but not meeting the degree requirements of any one." The programs of the students in the special curricula vary somewhat from the standard course work of the various colleges. This special program is known unofficially as "The University College."

The General College was established, first as a junior college to serve a different type of student, under a separate administrative control and by special curricula. Careful studies by committees of the institution had revealed that fifty per cent of the students who entered reached graduation, that in the first two years there were from 1800 to 2000 who would not become juniors, and that there were some students in the University who could spend four years there and even graduate, but "who would be equally well served and equally well prepared for the part they would play in their communities by two years of work so directed that it would serve this purpose." The report of the Committee on Administrative Reorganization to the general faculty stated that such a change in the work of the institution would result in a saving of time and money to the students and to the State. In trying to secure these gains the institution recognized the fact of individual differences in students and declared that "no one profits by attempting the same college tasks, at the same pace, or by the same methods as everybody else who has graduated from any high school at any minimum level permitted by any high school."

The aim of the proposed reorganization was provision for the fullest and largest opportunity for every student. The students who were to go into the General College were to be those who were not expecting or expected to spend four years in higher education. They would include:

a. Those who desire to pursue courses or curricula in the new unit that are not offered in existing colleges or who for financial or other reasons have only a limited time to give to preparation for intelligent citizenship in their communities and to general orientation in their choice of, or general preparation for, a vocation.

b. Those who do not satisfactorily meet the entrance requirements of the existing colleges because of lack of training in specific subjects.

c. Students transferred from other institutions who do not meet the standards for advanced standing of the college to which they apply.

d. Students transferred by mutual agreement of the Junior College and the college in which they were first registered.

e. Those who might not be accepted by existing colleges because of an indicated lack of ability to pursue prevailing curricula.

Provision was also made to transfer from one school or college of the University to another during the two-year period of the General College those students who became adjusted and who showed ability to carry the work of any of the four-year schools or colleges. The administration of the General College was headed by a director, with the usual powers and responsibility of a dean in any of the other schools and colleges of the University, who associated with himself an advisory committee to consider matters of curricula, methods, and teaching personnel. The faculty was chosen from the general university faculty on the basis of fitness for and interest in instruction and guidance of students in the General College. President Coffman gave Director MacLean the authority to draw on the entire teaching resources of the

university for the teaching staff of the General College. As a result, some of the most spirited teachers in the Institution established and gave courses in the new unit. Some of these teachers now offer courses both in the new college and in the college from which they were drawn. Whenever the best educational purposes of the entire institution are better served, the entire time of a teacher may be given to work in the General College.

The courses offered in 1933-34 were designed to provide the highest service for the students, consideration being given to their general educational and vocational interests and needs. Through these courses an effort is made to assist the students in solving their own problems and those of their own communities. The courses, which are general, over-view, and orientation, in the main, are constantly being revised in the light of experience and demonstrated needs. Although the purpose of the General College is to provide broadening experience and training for those students who do not need and do not desire the conventional college curriculum, the new unit has in no way affected the standards of admission to any other school or college of the University.

Except for Military Science and Physical Education the courses in the University College are elective and without prerequisites to all students. The first of the courses listed is "How to Study." Other courses deal with:

BASIC WEALTH:

Natural Resources: Their Economic Utilization and Conservation.

Plant Life and Its Economic Utilization.

Animal Life and Its Economic Utilization.

DESCRIPTIVE ASTRONOMY.

HUMAN BIOLOGY:

General Biological Concepts in Relation to Mankind.

The Human Body, Its Structure and Operation.

Personal and Community Health.

OUR ECONOMIC LIFE:

Problems of Consumption and Distribution of Goods.

Problems of Production, Finance, and Credit.

Problems of Government and Business Relations.

CHEMISTRY AND PHYSICS:

The Physics of Sound, Light, Heat, and Motion.

The Chemistry of Common Things.

Practical Applications of Physics and Chemistry, Electricity and Its Fundamental Role.

TECHNOLOGY:

Raw Materials and Their Manufacture.

Building, Transportation, and Communication.

Technologic Agencies and Their Service.

ENGLISH:

Current Reading - Practical Writing.

Collecting and Organizing Materials.

Business and Social Forms.

EUTHENICS:

Food and Nutrition.

House Planning and Furnishing.

Textiles and Clothing.

The Management of the Home.

The Design, Building, and Financing of the Home.

APPRECIATION OF THE FINE ARTS:

Appreciation of Motion Pictures and the Theater.

Appreciation of the Graphic Arts.

Appreciation of Music.

THE EARTH AND MAN.

THE BACKGROUND OF THE MODERN WORLD:

Development of the Great States of Modern Europe.

Revolutions, Political and Industrial - the World War-

Aftermaths.

The Challenge of the Twentieth Century.

FORMATION OF PUBLIC OPINION:

Shaping Public Thinking.

The Newspaper, Periodical, and their Function.

Propaganda Campaigns.

INTRODUCTION TO THE MATHEMATICS OF BUSINESS AND EVERYDAY LIFE:

Everyday Statistifs and Interest.

Depreciation and Loans.

Investments and Insurance.

MAKING MUSIC.

THE AMERICAN CITIZEN AND HIS GOVERNMENT.

WORLD POLITICS.

HUMAN DEVELOPMENT AND PERSONAL ADJUSTMENT:

The Personal Adjustment of Young People.

The Basis of Adjustment in Heredity, Early Trad ning, and

Development.

The Problem Met by Parents in Rearing Children, and Maintaining

a Happy and Successful Home and Married Life.

THE PRACTICAL APPLICATIONS OF PSYCHOLOGY:

Individual Differences.

Learning, Habit, and Personality.

VOCATIONS.

These courses were developed slowly and are being constantly revised and improved. Some are naturally better devised and taught than others. The courses in the general field of social science and in English appear to be the most difficult to manage. The courses in the social sciences at Chicago seemed to be better than those at Minnesota, where they appeared somewhat classical and conventional. The teaching of English under the "new plans" seems to be a troublesome problem generally. It was admittedly difficult at Chicago and at Minnesota although at the latter place the writing "laboratory," in which the students did their writing under the personal direction of instructors, seemed to be assisting definitely in the solution of the problems. Why the teaching of English should be so perplexing, as noted in chapter three, is a bit difficult to understand; but it may be due in part to the apparent fact that almost every English course, except the purely vocational, from the freshman year through the Graduate School is taught with the implied objective of getting a few students in every course headed toward specialization in the subject. Moreover, another fault may come from the combination of literature and composition. Further, many courses in English appear to be far too analytical, scientific, and objective.

The purpose of English courses in the General College is to stimulate interest in and give a love of reading. This is attempted through a non-analytical approach chiefly to contemporary material, which, it is believed, tends to reach the students where they live

and arouse their interests and lead them to read. The enormous amount of reading being done in contemporary magazines by students in the reading courses in the General College points to the success of this method. The periodical room in the library which formerly had twenty-five students now has five to six times as many faithfully reading. The magazines to which their attention is called are put on reserve from week to week and are so tattered by the end of the week's reading that they have to be replaced for filing and binding. It also appears that the use of contemporary material has aroused the curiosity of the students concerning classical literature.

Composition is not required in the General College. But when students come saying that they want English they are asked why they want it. If they feel a need for drill in grammar, composition and rhetoric and have not yet acquired enough knowledge to proceed, they are assigned to the sub-freshman English course in the Extension Division where they pay an extra fee and get no credit for the course. If they have progressed somewhat and want to make more progress they are given a tryout in the writing laboratory. If they prefer a standard course in composition under the old system, they are assigned to one of the courses in the College of Science, Literature and Arts. The General College refuses to assign themes, insisting rather that a student must draw upon his own interests for his writing rather than on specific assignments that may be given to him. In other words, courses in English in the General College are not designed as requirements or as units for credits but as opportunities for those who have needs or desires to meet them in composition or in the reading of good materials in English. The laboratory and the reading courses are intended to meet the needs of individual students, as far as this is

possible. The comprehensive examination in English in the General College is a substantial test that reveals whether the student has developed acceptable and reliable habits in English.[1]

A course that seems to have had a tremendous success in the General College is in the field of psychology, and is known as "Human Development and Personal Adjustment," under the direction of Professor John Anderson, chief of the Child Welfare Institute. A course in human biology has been developed largely through the Department of Zoology which gave to the General College one of its best men in a general course dealing with the theories of heredity, evolution and genetics as applied to man, with some reference to other animals. This is the work of the first quarter. In the second and third quarters Dean Lyon of the Medical School presents work in the physiology, anatomy, pathology and physiological chemistry of the human being. Discussions of public health and hygiene follow, apparently with very useful results. The report is that the students in this course almost overrun the Medical School, which welcomes them. They go into the anatomy laboratories and the experimental animal sections, although not required to do so, and some of them want to watch operations.

The engineers undertook to set up a course in technology. They found it very difficult but after long effort were able to bring some order out of chaos. Now they are giving what is considered an excellent course which reveals to the student in the General College the implications of the machine age. The head of the

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1 Dean Boucher of Chicago stated in the fall of 1933 that English was a bit troublesome there and that constant effort was being made to improve work in it.

Department of Journalism has charge of courses in the formation of public opinion, dealing with the shaping of public thinking, the function of the newspaper and the periodical, and propaganda campaigns. When Mr. Casey was asked how he found time to conduct these courses, his reply was that he would not give them up unless he were forced to do so. He feels that his work with 200 to 300 students in the General College has important educational and social values. The courses in Euthenics appear to be not very different from those given at Vassar, Colgate, and some other institutions. These are among the popular courses at Minnesota.

The General College opened with an enrollment of about 460 in the fall of 1932. Only thirty left before the end of the quarter. In the second quarter the enrollment was 472, with a few withdrawals or dismissals before the end of that period. The third quarter was begun with 489 students. In the first quarter of 1933-34 the enrollment was quite above 700. These figures indicate the need for such work as the University of Minnesota is undertaking to do through its General College. Moreover, this new unit seems to have changed the attitude of the students, many of whom have become thoughtfully interested in a general education of two years or less. The program of study is adjusted to each individual student. It may be as low as three hours a week, although the other colleges or schools of the university require a minimum of thirteen hours. A close check is kept on each student both through the educational officers and the student health service. Apparantly no student is dismissed unless he is an inordinate loafer and shows no improvement. Some students fail the courses but pass the comprehensive examination; and about fifteen per cent of the students have discovered themselves and at the end of the second year(June,1934) will be transferred to other schools in the

University.

If students fail to make proper adjustments in any of the other colleges they may transfer to work in the General College. The following students were transferred last year from the schools or colleges indicated:

125 - College of Science, Literature, and the Arts
19 - College of Education
4 - College of Engineering and Architecture
3 - Dental Hygiene
2 - School of Business Administration
1 - School of Chemistry

Twelve of the above students did honors work in the General College, and 117 did passing work. Twenty-five failed.

Students in the other schools and colleges may take courses in the General College. Students in the College of Education who took such courses last year showed up as follows:

	H*	P	F	I
How to Study		3		
Astronomy	1	1		
Human Biology	10	16		
Economic Life		4	5	
Chemistry and Physics	11	72	13	3
Techology		9	1	
English	20	128	24	7
Euthenics	7	5	1	2
Appreciation of Fine Arts	11	22	2	3
Earth and Man		1	2	1
Modern World	4	18	4	
Formation Public Opinion		1	1	
Mathematics	1	19		
World Politics		1		
Human Development	1	2		
Psychology	3	19	3	2
Vocations		1		
	69	322	56	18
	391		74	465
	84.1%		15.9%	
	H	P	F	I
	14.8%	69.5%	12%	3.1%

*H is high
P is passed
F is failed
I is incomplete

Students in the College of Science, Literature, and the Arts took the following General College Course:

	H	P	F	I
Vocations	2			
Human Biology	1			
Chemistry and Physics		2	1	
English		1		1
Appreciation of Fine Arts	1	1		1
Psychology	1	3		
	5	7	1	2

12 | 3 | 15
80% | 20%

H	P	F	I
33.3%	46.7%	6.7%	13.3%

Students in the School of Nursing took the following General College courses:

	H	P	F	I
Appreciation of Fine Arts	2			
Psychology	9	21	2	
	11	21	2	0

32 | 2 | 34
94.1% | 5. 9%

H	P	F	I
32.3%	61.8%	5.9%	0

Students in the College of Agriculture, Forestry, and Home Economics took the following General College courses:

	H	P	F	I	
How to Study		1		1	
Human Biology	1	4			
English	1	6			
Euthenics		1			
Appreciation of Fine Arts		1			
Psychology		1			
	2	14	0	1	
		16		1	17
		94.2%		5.8%	
	H	P	F	I	
	11.7%	82.4%	0	5.9%	

Students in the University College took the following General College courses:

	H	P	F	I	
Human Biology	2				
Appreciation of Fine Arts	2	1			
	4	1	0	0	
		5			5
		100%			
	H	P	F	I	
	80%	20%	0	0	

Students regularly transfer from the General College to other schools and colleges of the University, as they become adjusted and discover their interests and abilities. Those students in the General College who last year registered in the College of Engineering and Architecture made the following showing:

	A	B	C	D	E	F	I	
Drawing	1	8	8			1		
Architecture	2	7	2	1	1			
Mechanical Engineering	1	3	4	1		1		
Mines					1			
	4	18	14	2	2	2	0	
		36			5			42
		81.8%			18.2%			

A	B	C	D	E	F	I
9.6%	42.9%	33.4%	4.7%	4.7%	4.7%	0

General College students who registered in the College of Education did work as follows:

	A	B	C	D	E	F	I	
Art Education	3	26	37	9	3	1	2	
Music Education		1						
Geology						1		
Industrial Education			2					
	3	27	39	9	3	2	2	
		69				16		85
		81.2%				18.8%		85

A	B	C	D	E	F	I
3.5%	31.7%	45.8%	10.5%	3.5%	2.5%	2.5%

General College students registered in the College of Agriculture, Forestry, and Home Economics last year showed up as follows:

	A	B	C	D	E	F	I	
Home Economics			3					
Forestry			1			1		
			4			1		5
			80%			20%		

General College students who registered in the School of Medicine made this showing:

	A	B	D	D	E	F	I	
Anatomy			1			2		
Human Physiology			1					
			2			2		4
			50%			50%		

The showing of those General College students who last year transferred to the College of Science, Literature, and Arts follows:

	A	B	C	D	E	F	I
Astronomy		1		1			
Botany			2	1			
Chemistry			2				
Composition		3	15	7	2		1
Economics	1	1	6	4		5	
English		1	3	1			
French	3		4	4		3	
Fine Arts				1			
Geography			1				
German		2	5	4		2	
History						2	
Mathematics		3	10	6		8	
Music	8	15	11	2	1	4	1
Norwegian		2					
Physics			2				
Political Science			1	1			
Psychology	1	1	2			2	
Preventive Medicine						1	
Sociology		3	9	1		4	1
Spanish		2				3	

(table contd.)

	A	B	C	D	E	F	I
Speech	2	6	2	3		1	1
Zoology		1	2	1		1	
	15	41	77	37	3	36	4

133 80 213

62.4% 37.6%

A	B	C	D	E	F	I
7.4%	19.1%	36%	17.2%	1.4%	17.2%	1.7%

Following is the summary of the work of General College students who transferred to other schools and colleges:

	A	B	C	D	E	F	I
S.L.A.	15	41	77	37	3	36	4
Education	3	27	39	9	3	2	2
Engineering	4	18	14	2	2	2	0
Agriculture	0	0	4	0	0	1	0
Medical School	0	0	2	0	0	2	0
	22	86	136	48	8	43	5

244 105 349

69.9% 30.1%

A	B	C	D	E	F	I
6.3%	24.6%	39%	13.7%	2.2%	12.6%	1.6%

Since the General College has no summer session Dean Johnston permitted the General College students to register in courses there. Again, as in the placing of these people in special courses during the academic year, the element of strong motivation entered. General College students who registered for courses during the summer session in the College of Science, Literature, and the Arts did work as follows:

	A	B	C	D	E	F	I
Botany		1	1				
Chemistry			1			1	
Composition		1	2				
Education		1					
Greek		2					
History						1	
Mechanical Engineering			1				
Physical Education		1	2				
Psychology			2				
Sociology		1	2	2		1	1
Zoology			2				
	0	7	13	2	0	3	1

20 6 26

76.9% 23.1%

A	B	C	D	E	F	I
0	27%	50%	7.6%	0	11.5%	3.9%

The students listed below were transferred after one or two quarters in the General College. They are divided into two groups. Those who seemed to have become oriented to a specific vocational and educational plan and desired to get about their special work:

Henneman, Lois - to S.L.A.
Winter- Composition - C, German -C, How to Study-C, Mathematics - C
Spring - Botany-B, Composition-C, German-C, Physics-C.

Kelly, Genevieve - to S.L.A.
Winter - Composition-B, History-C, Orientation-C.
Spring - Composition-C, History-C, Orientation-B.

Kilgore, Claire - to S.L.A.
Spring- Economics-A, Economics-A, Mathematics-A.

Kirmser, Earl - to S.L.A.
Winter- Economics-A, Composition-A, Literature-B,Orientation-A.
Spring- Composition-A, Literature-B, Orientation-A,Sociology-A.

Kubat, Donal - to S.L.A.
Winter - Botany-B, Chemistry-B, Drawing-B, Prev.Medicine-B.
Spring - Botany-C, Chemistry-C, Drawing-B, Mathematics-D.

Pitula, Lillian- to S.L.A.
Spring- Botany-C, Geology-C, German-B, Modern World-P.

Rennie, Robert - to S.L.A.
Spring- Philosophy-C, Pol.Science-C, Psychology-C.

Rich, Virginia- to S.L.A.
Winter- English-C, French-B, Psychology-C, Psychology-B.
Spring- Psychology-C, Psychology-C, English-C, French-C.

Thomas, Paul- to S.L.A.
Winter - Chemistry-C, Mathematics-B.
Spring- Chemistry-D, Composition-E, Drawing-C, Mathematics-C.

Wagner, Leander- to S.L.A.
Winter- Geology-A, German-C, Mathematics-D, Biology-P.
Spring- Astronomy-C, Biology-P, Geology-D, German-D.

Lynch, Harold- to Engineering.
Winter- Chemistry-C, English-D, Mechanical Engieering-C.

Styrbicky- Valentine - to Engineering.
Winter- Chemistry-C, Economics-C, Composition-C.
Spring- Modern World-P, Geology-D, Geography-C.

Those who through misunderstanding of their own interests, powers, and capacities, or through prejudice against the General College demanded - usually with emotional heat- a transfer:

Amidon, Stanley - to S.L.A.
Spring - Composition-F, Economics-C, Sociology-D.

Anderson, Marion E.- to S.L.A.
Winter - Botany-C, Geology-F, History-F.
Spring - Botany-D, Botany-D, Dropped.

Brady, Sterling - to S.L.A.
Spring - Chemistry-F, Composition-I, Mathematics-F Dropped

McAloon, Thomas - to S.L.A.
Winter - Botany -C, History-B, Physics-D, Physics-C.
Spring - Chemistry-D, Composition-D, History-D, Prev. Medicine-B.

Rice, Prentice - to S.L.A.
Winter- Chemistry-D, German-D.
Spring - Chemistry-C, German-D.

Troubridge, Gwendolyn- to S.L.A.
Spring- Economics-F, Geology-F, German-F Dropped

Vogel, Albert - to S.L.A.
Winter-Botany-C, Chemistry-D.
Spring- Chemistry-D, Composition-D, Mathematics-F Dropped

Bowen, Frank - to Engineering.
Winter- Mines-C, Drawing-F, Mechanical Engineering-B. Chemistry-D.
Spring- Mines- NG, Chemistry-D, Physics-C, Physics-F, Economics-D.

Hale, Allen- to Engineering.
Winter - Bus. Adm.-F, Bus. Adm.-F, Economics-F.

A study was made to discover whether there was any correlation between interest and performance in the regular courses and the accumulation of information about current affairs.

71- students who are in the upper quarter in academic work and in the Current Events comprehensive.

96- students who are in the lower quarter in academic work and in the Current Events comprehensive.

Courses taken throughout the school year 1932-33:

10 - Astronomy	11- Astronomy
17 - American Citizen and Government	17- American Citizen and Government
32 - Basic Wealth	45- Basic Wealth
22 - Chemistry and Physics	22- Chemistry and Physics
8 - Earth and Man	13- Earth and Man
35 - Economic Life	31- Economic Life
59 - English	84- English
14 - Euthenics	37- Euthenics
22 - Fine Arts	30- Fine Arts
36 - Formation of Public Opinion	37- Formation of Public Opinion
24 - How to Study	30- How to Study
29 - Human Biology	46- Human Biology
12 - Human Development	31- Human Development
1 - Making Music	7- Making Music
17 - Mathematics	19- Mathematics
28 - Modern World	13- Modern World
39 - Psychology	51- Psychology
15 - Technology	16- Technology
29 - Vocations	33- Vocations
32 - World Politics	27- World Politics

25- students who are in the upper quarter in academic work and lower quarter in Current Events Comprehensive	20- students who are in the lower quarter in academic work and upper quarter in Current Events Comprehensive
5- Astronomy	1- Astronomy
1- American Citizen and Government	3- American Citizen and Government
12- Basic Wealth	10- Basic Wealth
5- Chemistry and Physics	8- Chemistry and Physics
4- Earth and Man	3- Earth and Man
5- Economic Life	8- Economic Life
19- English	16- English
17- Euthenics	4- Euthenics
9- Fine Arts	11- Fine Arts
5- Formation of Public Opinion	9- Formation of Public Opinion
6- How to Study	5- How to Study
18- Human Biology	9- Human Biology
14- Human Development	3- Human Development
3- Making Music	3- Making Music
1- Mathematics	5- Mathematics
2- Modern World	5- Modern World
17- Psychology	11- Psychology
2- Technology	3- Technology
8- Vocations	8- Vocations
1- World Politics	9- World Politics

129- students who are in the middle half in academic work and in the Current Events comprehensive.

8- Astronomy

27-American Citizen and Government

68- Basic Wealth

33- Chemistry and Physics

28- Earth and Man

64- Economic Life

110- English

30- Euthenics

28- Fine Arts

51- Formation of Public Opinion

44- How to Study

54- Human Biology

29- Human Development

6- Making Music

34- Mathematics

25- Modern World

75- Psychology

22- Technology

39- Vocations

58- World Politics

Analysis of proportion of men and women in the General College who were removed from probation, continued on probation, put on probation, and advised to drop.

484 Students in the General College at the end of spring quarter 1933

285 Men

199 Women

---

81 Students removed from probation at end of spring quarter 1933

46 Men

35 Women

---

51 Students continued on probation at end of spring quarter 1933

23 Men

28 Women

---

37 Students put on probation at end of spring quarter 1933

23 Men

14 Women

---

17 Students advised to drop at end of spring quarter 1933

12 Men

5 Women

Certain cases that were discovered in the records of the General College in the fall of 1933 seemed so interesting that Dean MacLean waw asked for fuller information on them, and this he generously furnished as set out below. These comments indicate how energetically the University of Minnesota studies its students and how much it is able to find out about them individually:

Case No.1

Let us take first the type of case for whom General College work was first and principally designed, that is the student who has two years or less to go to the University.

The case of Helen Johnson is as follows: Her father is a railroad engineer. The railroad is gradually cutting down its staff, and wages have been several times cut. Her family therefore while not on a suhsistence basis has to watch itx economies very carefully. There is an older sister who has finished all but one quarter of the University and who is anxious to come back and get her degree sometime before this year is over so that if a job should open up and a degree should be helpful in securing one she may have the label. She had felt that it was better that she take her last quarter in the spring quarter and there was enough money in the family to keep one girl in college. Therefore, they started out this girl, Helen, the younger daughter, in the General College this year to take the fall and winter quarters at least. Now, Helen admits that her chief aim is marriage. She believes that her higher education will be as complete as she wants it if she has in the course of time two years of General College work which she intends to get.

Her test records are as follows: She stood 58 in a class of 72 in a four year high school with 250 students. She has been given six intelligence tests and ranks I.Q. 113 on the Alpha and 122 on the Miller. She stood 113 on Pressey, 110 on Terman, 111 on Delta. Her College Ability Test Rating was 23, her Iowa English 49. Her principal describes her as socially inclined and having a high degree of special ability in social leadership; a girl in good health but without particular vocational drive. We consider it a vocational drive, however, when she has a definite purpose to plan for and prepare for marriage and for social life. She has, therefore, registered in the courses that she feels will best benefit her in that field. She is taking Practical Applications of Psychology and Human Development and Personal Adjustment. She is taking Our Economic Life in order to get the economic point of view towards life and to understand the background of those things in business, industry and politics which will affect her own family and household purse. She is taking likewise the course in Euthenics and the course in English Literature to develop her reading and study

habitx and a course in Biography as a matter of interest. Likewise, she is studying in physical education Games and Folk Dancing with a view to knowing something about those things for the better training and interest of her children. She is planning when she returns next year, if she is able, to round out her course with a knowledge of Human Biology since she admitted frankly that she realized that marriage and motherhood were biological problems in large part and that she wanted to know all she could about these things. Miss Johnson is not by any means a student nor should she be but she will be a charming and beautiful member of society and is entitled to all the higher education we can give her toward proper functioning in these fields.

Case No.2.

Here is a boy, R.S., who knows that at the end of his second year he must withdraw from college and go help his father in business (There is a case of a similar boy who wants the General College background for his own enlightenment and personal happiness when at the end of this year he retires to his father's farm in North Dakota to continue farming probably for the rest of his life. The other brothers in this case have all left home and gone into other occupations. The father is getting well on in years and this boy is fond of farming and fond of his father but does not want to live under the mental restrictions imposed on many of his neighbors because of their lack of higher education. He is a highly intelligent fellow). Before coming to college the boy talked with his father and talked with a number of business men asking them what he would need and what he should get in the University to prepare him for carrying on his father's business intelligently. They all advised him to get everything in the world he could outside of business courses. They said that he would need to know some politics, a lot of psychology, some knowledge of the human body, as much as he could about agriculture and economics; in fact, everything he could learn about human beings in their various associations and activities rather than specific business subjects. He, therefore, is highly content with the General College since he feels that it offers him exactly the kind of general background that he wants, gives him information about current problems of society and business in its broader relationship. He is working hard, reading and studying broadly and intensely and is grateful to the University for setting up such a course.

Case No.3.

Dorothy Mashek is another girl with a high degree of ability who is to be married at the end of this year to an instructor in zoology in a neighboring college. She is taking the courses in the General College, particularly the scientific courses, for the sole purpose of being able to understand her husband and his friends and as she puts it "in order not to appear dumb at the dinner table."

The following cases indicate the next major aim of the General College, which is to orient students vocationally and educationally:

Case No.4.

Arnold Rosenfield, C.A.R. 28, H.S.27, C.A.T.29,Anal. 29. Mr. Rosenfield wants to enter the School of Pharmacy. He is, however, lacking in his one high school unit of Latin. This he may take from the Extension Division by correspondence. He should then combine with this Latin course Junior College courses in: Physics and Chemistry, Human Biology, English, Practical Applications of Psychology, military training and physical education.

I have written Dean Wulling asking if he would accept Human Biology in lieu of their course in Preventive Medicine; English in place of their rhetoric requirement; the first two quarters of Physics and Chemistry in place of their general chemistry; in which case Mr. Rosenfield after a year in the Junior College, if he is successful, could transfer to the School of Pharmacy and would then have to make up his qualitative chemistry one quarter, one year of foreign language, one year of botany. I explained these deficiencies fully to him.

Rosenfield saw me before the beginning of the school year in September and after his interview decided he would try S.L.A. in preparation for pharmacy. He entered the General College this spring after two rather unsatisfactory quarters in S.L.A. His father is a pharmacist and the owner of several drugstores; in fact, his whole family are in the pharmacy profession and, of course, there is definite family pressure brought to bear on young Rosenfield to be a pharmacist. On the other hand, Rosenfield wants to get into the managing end of the business and he has a definite interest in the drug business, having worked for his father in the store since he was nine years old. He claims that he can't concentrate because he is constantly thinking of the store and of problems. I should say that this man has definite business ability from his attitude and conversation and that he hasn't got the makings of the scientist or the interest in and ability for the scientific training which one must have to be a pharmacist. He is pure business and his best plan is to stay two years in the University getting as much background information as possible and then step right into the opportunity that he has. If he has much difficulty with his father in the future he says that he will bring him in to talk to the University officials.

Arnold Rosenfield's father came in to see me today(Novermber 2, 1933). It seems that young Rosenfield Arnold did not receive his record for the past year until late this fall on his return to school, the reason being that the boy was too lazy to return his military drill uniform to the military department. Accordingly, his grades were not sent out. The reason he gave his father was that he had a good uniform and wanted to keep it so that he wouldn't have to change this fall. Mr.Rosenfield is a graduate pharmacist, not from the University but from some school of Pharmacy, and is successful in the drug business. He and his wife have given Arnold and his two brothers every advantage. The boy, Arnold, is the oldest and has worked part-time in the store since he was nine years old. Mr.Rosenfield has always wanted Arnold to be a pharmacist and take charge of his business when

he retires but young Arnold doesn't seem to be susceptible to academic training. The father says that the boy just barely skimped through his high school work and that over at the University he doesn't seem to be able to concentrate on his work. He is amenable enough to orders from his father, will spend his time looking at the books but will not get anything out of them. In the business on the job young Arnold is capable enough when his father is about but when his father is away he is not continually looking for work and making the most of his job in the store. Mr.Rosenfield says that the boy is young and likes to have a good time and that he knows all the beer parlors in North Minneapolis and that he excuses him somewhat on account of his immaturity. His father also stated that he and the boy get along very well together and talk over the business problems, and the boy himself can argue clearly and intelligently on any of the problems of the drug business.

I explained Arnold's record in S.L.A. where he failed German, D in Preventive Medicine, failed Zoology, D in Modern World History, failed How to Study, failed Spanish. In the spring he came into the General College and failed History and Vocations and passed Economics and Psychology. However, he passed the Current Events comprehensive examination with a 73 percentile. The boy now reports that he is having difficulty with Phamaceutical Latin which he is taking by correspondence. Mr.Rosenfield seems to think that his difficulty is that he has no one to help him and to explain since he is not in class.

My talk with the father was about as follows: young Arnold has not shown any ability in the scientific courses which he has taken, namely zoology, preventive medicine and psychology and that, since he did not have a good scientific background, it would be impossible or very difficult at least for him to continue in Pharmacy. Our best advice would be to continue for another year in the General College and then step over into the managing end of the business. Mr.Rosenfield reported that he could not make young Arnold study. It was no use. But that he wanted him to continue in the University for another year and then perhaps come into the managing end of his business. Mr. Rosenfield is very intelligent about his son's attitude, his capabilities, and as to what should be done for him if he can't do the work required in the School of Pharmacy.

Case No.5.

Here is a case, P.M., a boy of fair ability who does not know which of two things he wants, forestry or engineering. He enters the General College; he is given three of our background courses and then is assigned to the elementary freshman course in Forestry, a five hour survey of the field, and to Engineering Mathematics and Engineering Orientation in the College of Engineering. At the end of two quarters in these courses he has decided definitely for himself that he wants forestry. He has decided that he needs further general background before he enters upon the specific work in forestry and, therefore, completes his year in the General College and after transfer this fall to Forestry comes back to the General College for a course on an elective basis here.

Case No.6.

Here is a case of L.V.W. His father, now dead, was the owner of two paper mills. His Mother is a college graduate. She is extremely anxious and eager to have the boy have a college education. L.V.W., however, on his test records, while he shows considerable academic ability if he wishes to exercise it, nevertheless finds his whole interest in business and particularly in the sales field. He is a highly extraverted kind of fellow, a great mixer, with a high degree of practical ability. After several discussions with him and two with his mother, it is finally decided upon what we presume to be a fully intelligent basis that he should withdraw from college at the end of his first quarter and that he should attempt even in the middle of the depression to launch himself in some kind of a sales job. His mother is fully reconciled to the point of view that she would much rather have a smart salesman for a son than an indifferent or unhappy student for a son. In consequence, she crashes through with the suggestion that she give L.V.W., if he needs it, the same financial support in getting under way on his sales campaign as she would if he were in college. Before the end of the quarter, before he had left school, L.V.W. had made contact with a national organization, had won their approval as district sales manager, and was launched on what promises to be a successful sales career without any of the psychological or emotional explosions within his family, without any feeling of inferiority on his own part and with deep gratitude to the University of analyzing and bringing out into the open his problem and helping him and his mother to solve it for them.

Certain cases indicate how the very superior student fares in the General College program:

Case No.7.

G.P. is an extremely brilliant boy of Jewish extraction with a sensitive, somewhat shy, and very lovable personality. His test records on all the skills but the mechanical and in all academic fields are up in the 90's. He entered a nearby small college and was so bored with its curriculum and the classes he was taking after two or three weeks that he transferred to the University. He had heard of the General College and decided to enter here largely to find out what it was like and if it could be and was different from the things he had known in high school and the brief taste of the liberal arts small college he was attending. His first approach was to find out how many subjects and hours we would let him take. After a dull discussion with him he registered three weeks late for twenty-four hours of work. I saw him from time to time throughout the year and was increasingly impressed with his ability and his personality. He showed a growing enthusiasm for his work and an acute interest in social problems and the field of the social sciences generally. By the end of the year so intensively had he studied and so widely had he read that he had completed the equivalent in class of 71 quarter hours; had passed all but one quiz and examination in the honors grade above 85 per cent; and in the spring he took six of our major comprehensive examinations and passed every one of them above 90 per cent. In the spring he took a flying trip

to Chicago, saw me the day before he left, asked if I might open the way for him to look over the University of Chicago Plan to see whether that was not what he wanted for the remainder of his college course. I corresponded with Dean Boucher who was impressed as I had been and arranged both for a scholarship and a job for self-support for this year. In consequence, after one freshman year this boy is now a junior in the social sciences field in the University of Chicago on scholarship.

Case No.8.

Your own Dr.M.R.Trabue referred to me the case of J.P.K., who had applied to the Employment Stabilization Research Institute for analysis and guidance. On his test records J.P.K.was found to have all of his academic, aptitudes, abilities, his so-called intelligence in the upper five per cent of the human range. Nevertheless, he had been since he quit a little country high school at the end of his sophomore year, for nearly twenty-five years a victim of the American system of employment which asks not what a man can do but what he has done. The entire range of his vocational activities since adolescence had been in the day labor and the travelling commercial sales field. At the time of his application to Dr.Trabue he was employed as a janitor in the Board of Education. He was thirty-nine years old and because of the high speed and sensitivity of his mind was becoming increasingly radical in his ideas and his resentments against society. By special arrangement he was taken into the General College and in his case, as with that of G.P., we set no limit to the amount of work he might take. As a result he completed also over 70 quarters hours of class work with honors grade and in addition to that visited from time to time each week most of the other classes offered by the General College. He read widely and in the spring took, as did G.P., six of the major comprehensive examinations and stood in the top two or three percentiles on each one. He is therefore this year registered after one year in the General College, in the University College of the University of Minnesota as a junior. He is doing intensive advanced work in political and social science and economics. I think that there is no question but what he will graduate with honors in another year and a half or two years and probably go on into the graduate field. His whole desire is to learn enough about the fundaments of social science for the rest of his life so that he may throw himself into the maelstrom and help American labor to solve some of its problems and difficulties.

The following cases illustrate what the General College is attempting to do with some of the battered wreckages of human society among its youth.

Case No.9.

Because we are a state University and hence required to accept all high school graduates, L.T. was admitted to the General College. His College Ability Test Rating was 2, his Iowa English 1,

he stood within three of the bottom of his large class graduating from one of our city high schools. On the back of his folder of application for admission his high school principal had written in no uncertain terms that this boy had no mind whatsoever for academic studies, that he was distinctly not collegeable and that he could not under any circumstances be recommended by his high school for college. L.T. was registered with us for five courses, fourteen hours of work. In all five he failed both the mid-quarters and the finals. He came to me on the opening day of the second quarter with tears in his eyes and said that he supposed he was kicked out of the General College and the University. I told him that it was not our purpose to kick anyone out who was working hard and who was profiting, who was getting full value in his own and his parents opinion for the time and money spent here. With this suggestion the boy launched out on a three-quarter of an hour talk with me outlining in detail his own conceptions of his growth and of the values he had received from his first quarter's work in the University. I gave him permission to register for the winter quarter on the basis of his quite apparent eagerness and upon his own clear picture of a growth which had not been demonstrated by the tests given in his courses. The next day his father came in and said that he didn't want the boy to know that he was here because he didn't want him to think that a father would believe that he was lying but that he, the father, could not believe when he had seen the boy's grades that I had permitted him to re-register. I repeated to the father what I had said to the boy that so long as the boy himself and his father were convinced that he was getting full value for the time and money spent that he might continue. Whereupon, the father himself launched out into a vivid description of what he thought the values had been. He said that L.T. until his registration in college had been the source of the deepest concern to him and his mother. He declared that while the boy had a sweet and gentle disposition they were worried about him because he seemed to them to be a case of arrested development and they were contemplating sending him to a psychiatrist but hesitated because they did not want to confirm this opinion. They said that L.T., despite the fact that he is six feet tall, played only with little youngsters, never with those of his own age and kind. They said that in the presence of his own parents or other adults that he was perpetually silent with his eyes downcast. They said further that he never had showed in all of his nineteen years any interest whatsoever in reading and had never done more than was necessary for high school. During the first quarter in the General College, however, the whole pattern had changed with startling rapidity. He had thrown overboard his acquaintances in the youngster group and had begun to make friends among the college students. He had further insisted on his father ordering for him the Readers Digest, the Sunday edition of The New York Times and Time. And all three of these he read faithfully from cover to cover. He said, moreoever, that L.T. in his associations with his elders had changed so radically that at supper table and at parties with older people almost none of them could get in a word edgewise because he was so busy telling them of the things he had learned in his classes and in his reading. By the end of the second quarter L.T. had passed two out of his five course examinations and by the end of the third quarter three out of the five. This year we expect that he may be able to pass most of his work and that, given time,

the boy will develop, round out, and become a social asset rather than a social liability.

Case No. 10.

Ellis S. had during his early high school a very severe attack of scarlet fever. Up to that time he had been a normal boy, the younger brother of two of our brilliant University of Minnesota students, one of whom had graduated from the Medical School, the other from Dentistry, and who are now both practical and successful men in their fields. The scarlet fever left Ellis with a partially destroyed central nervous system and had some effect upon the pituitary and other glands so that he grew enormously and reached something over six feet two. It interfered with his speech habits and so dulled his mind that it is very difficult indeed to get any light whatsoever to penetrate into the dark recesses. It took him four years to complete his last two of high school and then it was done by the hiring of tutors and incessant watchfulness and work with him. In our early discussions with his mother, it was made perfectly clear that although the boy was permitted to enter the University that he could never hope for nor expect normal student life, degrees, or credit. Nevertheless we were willing to undertake whatever seemed wise to attempt to rehabilitate this boy and to make him a useful member of society rather than a drag upon it. We began to probe for his interests and found that they lay in two fields. One, pharmacy, and the other in growing things, particularly plants and flowers. In consequence, by special arrangement with Dean Wulling of the College of Pharmacy the boy was permitted to audit the courses in Pharmacognosy and Medicinal Plants. By special arrangement with Dean Freeman of the College of Agriculture he was permitted to audit courses in Soils and Horticulture. In addition to that we permitted him to sit in on a few of ourGeneral College classes. He attempted examinations in all of these fields but failed them. Nevertheless, he enjoyed them and his mother and his brothers found an increasing alertness and interest on the part of the boy during the past year. On our suggestion a little plot of land was bought for him upon the Minnesota River near the Twin Cities, an assistant gardener was hired to do the heavy work, and during the course of the spring, summer and fall he grew several kinds of medicinal plants, distilled the essences from them and came back this fall highly enthusiastic, his pockets full of bottles of essences and digitalis and other leaves. These were tested by our Pharmacy Department and found to be well above the U.S.P. standards which again encouraged the boy. Now, it is not my hope or expectation that Ellis will ever make profits or do more than keep himself actively interested and busy with the growing and distilling of medicinal plants but I do believe that because of the work he has done and the training he has had here that he will be saved from further deterioration and from life time incarceration in an institution.

Case No.11.

C.W.entered the General College last fall. He was a big fellow, good humored, pleasant personality, handsome except for a scar across his forehead. He appeared to be older than the

other boys. I asked him where he had been and he said that he had been in a very bad automobile wreck and had his skull cracked, had been hospitalized for six months, and had spent two years and a half recovering. He said also that he had been awarded $10,000 for the accident by the insurance company, a sum put away for his use. The first plan then was to take this money and invest a part of it in a college education. For that reason he was here. Shortly after the year commenced I noticed in class that he would fasten his eyes on me with intense eagerness and interest and take full and copious notes but that after a few minutes the pencil would stop writing, his eyes wander to the window. I called him in and examined his notebook and found that the notes taken were good but that there were great gaps between one batch and the next. I had him tested in the Testing Bureau by Dr.Williamson; he and I discussed the case and came to the conclusion that there was certainly some interference with the central nervous system, perhaps some free blood still in the cortex from the accident. We sent him to the University Health Service neurologist for a complete neurological examination. Dr.Williamson and I later had a full conference on the boy with the hospital neurologist and the chief of the Health Service. It was discovered that the accident had very definitely permanently damaged his central nervous system. The prognosis, however, was as hopeful as it could be under the circumstances; that is, that there would probably not be further deterioration. We found, however, that the presence of petit mal, a mild form of epilepsy, which shows itself not in violent fits but in these frequently recurring lapses, would quite definitely interfere with the boy's ever getting a college degree. We took the matter up, therefore, with the State Rehabilitation Department and they are sending their field agent to make arrangements with the boy's family so that the money may be put in trust for him and offer him a little leeway and support throughout life. Dr.Williamson and I are working with him to adjust him to the idea of working either on a farm or in a small country store. We have felt very definitely that if the University did not perform some such service for this boy that sharpers of one sort or another would get the money away from him and that he would be forced into social situations where deterioration would continue. A history of gonorrhea within the past year or two further enforced our opinion in this matter.

Cases representing the typically vocational adjustment may have some further bearing on the North Carolina situation. Now, obviously the General College is not designed as a vocational school nor has it any intention of becoming one. It is trying broadly to train these one-and two-year people for citizenship and for happier and more efficient lives on the basis of increasing their adaptability and adjustability. Nevertheless, in so doing, it is necessary to make various vocational adjustments. The following two cases give an illustration:

Case No.12.

E.F. is one of the most charming girls on the University campus. She is a graduate of a very fine progressive girls' school, private in character, to which many of the wealthy society people of the Twin Cities send their daughters. She has a fine mind but refuses to use it on academic subjects because her major interests lie in art and music. She is, therefore, not a candidate for a four year degree but wants, nevertheless, all the training that the University can give her in the two art fields. She is, therefore, registered in the General College but taking only two of our survey courses for the layman for the better building of her background. In addition to that, however, she is taking a course in sculpture in the College of Engineering and Architedture, a course in pen and pencil technique in the College of Education, a course in design in the College of Home Economics, and piano in the School of Music; think it is a quite valid supposition that this girl will marry in the next three or four years. In the meantime, however, she is getting training in the fields in which she has unquestioned talent; is developing likewise her background; and will for these reasons be a much finer moather, housewife, and person than she would be without this additional training.

Case No.13.

B.G. is a smart, practically minded youngster who, likewise, in all probability is headed for marriage in the next three or four years. She, nevertheless, wants to do office work for a year or two or until such a time as she can find her man. In consequence, she is taking a combination course of General College work here and spending her afternoons in a commercial business college downtown training in office technique, filing, business machines, stenography and typing. She has already secured the promise of a clerical job at the end of the year. She will, I think, be a much better clerical worker because of the courses she has taken here. She is succeeding in her technical work in the commercial business school quite in accord with her test records for clerical aptitude which ran very high.

A very interesting and useful feature of the General College is its visual education program, under the direction of Mr. Robert A. Kissack, Jr., who has had rather extraordinary training both in education and the motion picture field. His work has served the General College and other departments on the campus with more than 2,000 classroom and auditorium projections during the two years that the General College has been in operation. He has built up a sequence of showings for the courses in the Appreciation of the Fine Arts that demonstrates the development of the motion pictures from the first features to the

great current dramas. He shows the development of photography, acting, stories, creative setting, costuming, sound, and other phases of this development. He has also developed the Newsreel Theatre for which attendance is required not only in several of the courses in the General College but in certain courses in Economics, Sociology, Political Science, and Journalism. The examinations in these courses include questions on things seen in the Newsreel Theatre. It is believed that vividness, accuracy, and retention are vastly increased in students by means of these lectures.

Mr. Kissack does considerable work also in previewing with instructors and editing for their use films of all kinds. For example, in the course in Basic Wealth Professor Wilson found it effective to run a film called "Grass," which shows a primitive tribe on a long migratory journey for food for its people and flocks and immediately thereafter he showed another film called "The Feeding of a Great City" and the flow of food stuffs by boat, rail, and truck into the metropolis.

The first step was to provide adequate projection facilities especially for classroom purposes and also for general assemblies. This includes more than the projection equipment itself; it necessitates the darkening of classroom windows with spefial light-proof heavy shades, the installing of white (preferably not aluminum painted) projection screens, the installation of special heavy duty outlets and stands or booths for motion picture equipment, and the accoustical treating of the room or auditorium whose accoustics are not already adequate for sound motion picture projection. The next step was to build up a library of films, lantern slides, and film strips. The college has been purchasing such visual aids for its permanent library whenever their frequent

use and the budget allowance make this feasible. It is also constantly reviewing many hundreds of motion picture reels, carefully cataloguing and briefing the contents and has, therefore, a large and valuable reference list of all such films available at present for loan or rental and perhaps for future purchase. The list is made up of films from every conceivable source: educational film companies such as the Eastman Teaching Film Company and the Electrical Research Products, Inc., visual instruction or extension division film rental bureaus, industrial films, current theatrical films, United States Government films, and also films produced by other universities or by private individuals.

It was found impossible, however, to determine whether any of these materials were adequate for college-level teaching until arrangements were made to screen them for faculty previews. The type of films actually used in the General College classrooms has been highly eclectic and frequently composites from many sources. Much can and must be done by editing to fit films to teacher preference, class level, and subject taught. It has been this part of the visual education program which has been most difficult and yet most important for actual teaching purposes. The college has succeeded in organizing a mass of such material for almost all its courses.

Of very great importance in the carrying out of any visual education program is a crew of efficient and experienced projectionists. Without the hiring of at least two projectionists who have had experience in operating both 16mm. and 35mm. machines and who, preferably, are also competent electrical technicians, any program, however,well planned, may fall through because of faulty operation.

Mr. Kissack has underway a number of productions including a complete set of eight reels dealing with elementary nursing procedures beautifully photographed, accurately done in the Nursing School and three of the Twin-City hospitals. These films are being used by the nurses to train students and by the General College for vocational information, orientation, and certain sociological and economic discussions. The General College also uses a film on the bark beetle and its attack on pine trees, and another film on entomology, forest conservation and its economic implications. It is now in the process of taking a series of films on child behavior and another on the decerebration of the frog and pigeon which, it is believed, will be much more effective than the laboratory demonstration of it. The instructors in the General College are asking for more and more films and lantern slide service.

The General College of the University of Minnesota undertakes to give a well rounded terminal education to those students who can profit best by such a program. It attempts to make the courses, all of which are of the survey type, as realistic and as current as possible. Through these courses an effort is made to introduce the student in a realistic and vivid manner first to himself and second to the world in which he lives. The careful attention which is given to each student serves alsoto remove the feeling of inferiority which some of the students have and to prevent their failure by avoiding a fragmentary and incomplete sort of education. The University of Minnesota, through its general educational committee, is constantly making studies of academic ability and its prediction, and of individual differences among students, and these studies have revealed the various types of failures among students. In effect the work of the General

College denies the right of a public educational institution to accept all technically qualified students and then within a brief period to dismiss them because they failed to fit into its formal work. To accept students and then allow them to fail because they do not fit into the traditional plan of education seems to the University of Minnesota to be a bad educational policy. This institution apparently is trying to make failures of students less brutal than is commonly the case and to salvage as many young men and women as possible. In the first year of the General College those students who had a poor high school record or, on the test records, a comparatively low so-called academic ability were invited and urged to take the new type of work, although no student was required to do so. Those students who were below thirty-five per cent on the college ability rating of Dean Johnston, a rating that is made up of a combination of the college ability test ratings and the high school record, were advised to enter the General College. Nearly all of those students who ranged from twenty to thirty-five per cent on this rating accepted this advice and entered the General College.

The General College has also discovered that one cause of failure among college students is their lack of orientation and adjustment. Few of them know what they want to do or be. It has discovered also that most college freshmen are not ready for specialization although, even in the College of Arts, they are put into specialized channels at the beginning. The General College offers orientation and undertakes to supply to these students a wide and rich background of man and the world. It also serves to breakdown in the University of Minnesota the barrier of departmentalism which, as already noted, is coming rapidly to be

generally viewed as a real obstacle to real college education. Certainly this is one of the afflictions in the University of North Carolina, and any plan by which it can be removed promises to improve education there.

One part of the experimentation at the University of Minnesota appears to promise a great deal for collegiate education in the United States. This institution, as well as the University of Chicago and other institutions, has made considerable progress in the construction and use of examinations, on which two important committees have been working for two or three years. One of these is known as The Committee on Educational Research, consisting of fifteen members and representing the University as a whole. The Committee on College Examinations likewise has fifteen members and represents the entire institution. The work of these committees reveals the increasing emphasis upon examinations in recent trends in American education and the constant effort to discover the procedures by which trustworthy examinations can be made and adapted to the varied purposes for which they are needed.

The General College has been fortunate to have the advice of these two committees which are engaged in continuous research on the needs, abilities, and achievements of the students. Examinations and the individual counseling and conferences increase the effectiveness of work in General College. As a result the students appear to look upon their work less and less as units to be partly mastered. Apparently the best students in the General College early learn to judge the courses and the teachers by their power to awaken curiosity and stimulate further study. It is claimed also that the comprehensive examinations serve to remove the terror of the students for tests. The purpose of the

examinations is to attain a measure of individual progress of students in the mastery of any given field. Use is made of as reliable and valid pre-tests, finals, and comprehensive as can be devised. The important point, however, is that the experimentation in examinations at Minnesota is a responsibility of the entire institution which is moving rapidly away from course examinations by individual instructors. The cooperation of the teachers and the counselors with the Committee on Educational Research and the Committee on College Examinations is a distinguishing feature of the General College. The serious study of examinations as a worthy project in research is one of the most promising educational movements of the present period.[1]

The Columbia Plan

The courses in Contemporary Civilization in Columbia College, New York City, have attracted considerable notice since this work was established in 1918-19. At that time the faculty of that institution voted to require a five-hour course for the freshman year, in the nature of an orientation course in contemporary problems, as these problems had been illumined by the economic, the political and the cultural history of Europe and of this country since 1300. The course was formulated by the cooperative efforts of the department of History, of Economics, of Government, and of Philosophy. The syllabus, prepared in September of 1919, has been revised seven or eight times, This syllabus has also been

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1 In the spring of 1934 more than seventy-five colleges were requiring comprehensive examinations of all their seniors as one basis for the award of the bachelor's degree. The New York Times, May 13,1934. See also Gray, William S., (Editor) Recent Trends in American College Education, The University of Chicago Press, 1931, Part III, "Comprehensive Examinations and Tests," and Studies in College Examinations, issued by the University of Minnesota Committee on Educational Research, 1934.

expanded to include a three-hour course on problems of the present only to be given in the sophomore year.

The freshman course, "Introduction to Contemporary Civilization in the West," is prescribed for all freshmen. Its purpose "is to inform the student of the more important factors in his contemporary society and especially to increase his understanding of the economic, political and intellectual background of the present day." In this course a study is made of the European foundations of contemporary American culture and particular attention is given to the economic and intellectual development of the United States, so as to prepare the student in the sophomore year for a more intensive study of economic and political problems in this country.

The second course, prescribed for all sophomores, is also called "Introduction to Contemporary Civilization in the West." This course, a continuation of the course for freshmen, outlines the organization of the industrial society of the United States in the twentieth century and "presents its technique, distributive mechanisms and financial structure. The effects of the industrial system on particular groups and interests are next considered with special reference to labor, the agriculturists, the consumer and the small competitor." Attention is given particularly to the recent expanding place of government and "the processes by which group ambitions crystalize into public policies." Studies are made of the activities which are gradually being brought within the control of government. Attention is given to the expansion of western influence throughout the world. The course also presents various estimates and criticisms of the present social order, and field work is provided to enlarge and make specific the classroom work. The students are required to visit three times each session representative industrial,

financial and governmental institutions in or around New York.

In the fall of 1934 a Field Work Manual was issued to guide the students on these visits and in making first-hand contacts with the various instruments of industrial civilization. Among the subjects treated are: The Port of New York; Bush Terminal; The New York Dock Company; Union Inland Terminal; The Barge Canal and the Terminal at Gowanus Bay; The Holland Tunnel; A Modern Break Baking Plant; The Production of Soda Crackers and Sweet Cakes; The Manufacture of Corn Products; The Production of Cane Sugar; The Printing Industry in New York; The Food and Products Markets of New York; The Walker Gordon Farm; The Production of Coal Gas and Water Gas; The East River Generating Station; The New York Steam Corporation; Ford Motor Company; The Mergenthaler Linotype Company; The Empire State Building; The Federal Reserve Bank of New York; The New York Stock Exchange; H.C.Bohack Company; R.H.Macy and Company; The Board of Estimate and Apportionment of New York City; The Police Department of New York City; The Courts in New York City; and The Department of Sanitation.

Columbia College pays much attention to the individual student. Probably few institutions in the country study their students more carefully. In addition to the immense amount of information gathered about them through the Office of Admissions, various examinations enable the officers of the college to discover as nearly accurately as possible the varying interests and abilities of the freshman class, which is limited in number. The freshmen are placed in the course in Contemporary Civilization according to their ratings on these examinations. But neither the students nor their parents (it is understood) know the rankings of the

students.[1]

Perhaps the most distinguishing feature of the courses in Contemporary Civilization at Columbia College is the cooperative effort made in the formulation of these courses. The best advice is used from the department of History, of Economics, of Sociology, of Philosophy, and of Government. The instructors of the various sections of these courses are drawn from these departments. The sections are small, varying from twenty to thirty students. A syllabus is followed by the instructor in each section of the freshman course and the same method is followed in the sophomore course. It was observed, however, that if the instructor came from the department of History, for example, his emphasis was likely to be in that field; if he came from the department of Economics his emphasis would be on the economic aspects of the subject; if he came from the department of Philosophy, his emphasis would likely be in that field; and so on. Also, it was noted that the readings and examinations called for by the syllabus were referred to and made as would be the case in a conventional course. The general methods of the instructors varied, of course, in the various sections. Here and there an instructor would lecture a bit, ask a few questions, and provoke a bit of discussion. In another case there would be more lecturing. In still another case it was noticed that the students did most of the discussion under the guidance of a very spirited teacher. It should be noted, however, that the

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1 The numerous studies in "collegiate educational research" conducted by Dr.Ben D.Wood, Dean Hawkes, and others have been widely publicized. Columbia College, through this work, has contributed a great deal to the study of individual differences and of examinations.

director of the course, Professor John J.Coss, of the department of Philosophy, who has had charge of these courses since they were established, makes a continuous effort to get and retain for this work the best teachers in the college. These men are invited to teach in these courses; and if they fail through lack of interest or indifferent teaching skill they are relieved of the work. Moreover, weekly luncheon meetings of the staff in these courses serve to maintain a fine esprit de corps. At these meetings individual students are so fully discussed that it seems difficult for a student to get lost or to be neglected.

Here, as in the other new college plans, the success of these courses depends upon the teachers. Those instructors who do not wish to teach in the courses on Contemporary Civilization are not made to do so. Nor are they allowed to do so. These courses at Columbia are probably among the most conspicuous examples of careful planning and careful direction, both of the material and the method of instruction, in this country today.

Columbia College depends considerably upon examinations. All freshmen must take placement examinations in English, Modern Foreign Languages, Mathematics, and Physical Education. These examinations are required in an effort to avoid as far as possible failures of students due to misplacement in courses. The readiness with which a student can adapt his knowledge to the demands of college work is carefully tested. In Modern Languages separate aural tests are given. The purpose of these examinations is to determine where a student will be placed not only in a course but in a section of the course.

Columbia College also places considerable emphasis upon physical education which is prescribed for all students during the

first two years of their residence. The purpose of this work is to enable the students to care for their bodies intelligently, to maintain their physical vigor in later years, and to make more effective use of their leisure time. Health, acceptable carriage, strength, neuro-muscular control, bodily efficiency, and endurance are among the objectives of this prescribed work. Attention is also given to those exercises and games which may be of value to the students after they leave college.

The requirements for the degree of Bachelor of Arts include satisfactory examinations on the two courses in Contemporary Civilization, on physical education, and on English. Attendance upon orientation lectures for freshmen given weekly during the first winter session is also required. By these lectures, it will be noted, Columbia has extended the conventional "Freshman Week." The purpose of the orientation lectures is to acquaint the students with the history and traditions of Columbia College and "with their urban environment, to give them the point of view of the College in their education, to show them methods and means for their work, and to develop class unity, thus establishing them on a firm footing at the beginning of their college experience."

Any student who has anticipated in his preparatory work the subject matter of the degree requirements or of any other college course has an opportunity to take an achievement test on such a prescription or course. If he reveals a sufficient mastery of the subject matter the prescription is waived and he is allowed to proceed to more advanced work in the subject. However, the passing of the achievement test does not give the student point credit towards the bachelor's degree.

The purpose of the courses in Contemporary Civilization is to give the student a general "overview" of broad fields of

learning. In the first course an effort is made to give him an understanding of the course of events in Western Europe and in this country from about 1300 to the present time and of the interrelation of economic, political , and intellectual forces in the various periods of Western History during that time. Another purpose is to give the students the spirit of inquiry regarding social and intellectual changes. In the second course, expanded from parts of the first course and required for the first time about five years ago, the purpose is to enable the student to study and analyze some of the important economic, political, and social institutions; production, distribution, finance; law and government; social welfare and social planning. The functions and limitations of these institutions are carefully considered as parts of the social order, which is presumed to be helpful to all groups. In other words, the main objective of the course for sophomores is "the realistic orientation of students in their own social order."

As already noted, these courses demand an unusual degree of cooperation by the various departments. Apparently departmentalism has been somewhat broken down as a result of these cooperative enterprises in which so many of the faculty participate because apparently they have seen the need for providing more general education especially for those students who enter upon professional studies at the end of two or three years. Through the work in Contemporary Civilization many students are able to make contacts with important subjects which hitherto were isolated in separate courses. It is the testimony of Dean Hawkes and Professor Coss and their colleagues in this work that these survey courses enable students to gain an insight into many broad fields of knowledge and, therefore, to select more intelligently the fields in which they

will later concentrate. It is interesting to report that the number of students who continue work in the fields represented in these courses is twice as large as the number who had previously continued work in those fields.[1]

It has been noted in the accounts of the Chicago Plan and the General College of the University of Minnesota, as well as in this brief account of the Columbia Plan, that departmentalism becomes less stubborn when cooperative courses are established. Not only have survey courses such as have been mentioned in this chapter proved of great benefit to the students but such courses also have had decided advantages for the teachers who participate in them. Courses of this sort apparently have a broadening effect upon all of the teachers. A professor of Economics, for example, may continue his research and writing in that field but if he participates in a general survey course, intelligently conceived and formulated in cooperation with other specialists, he must soon realize how intimate are the problems of his own subject with those of other fields of learning; and such an experience must make him more hospitable to areas of knowledge outside of his own specialty.

Sarah Lawrence and Bennington.

No effort has been made in this chapter to describe all of the new plans in undergraduate instruction. As noted at the beginning of the chapter no effort has been made to appraise the

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1 Coss, John J. "The Contemporary Civilization Course in Columbia College, in Columbia University Quarterly, December, 1932. For a description of the organization and teaching of these courses see Coss, John J., "The New Freshman Course in Columbia College," in Columbia University Quarterly, January,1919.

few plans studied during the year. The list of the colleges which are experimenting with attempts for improving undergraduate instruction is a long one. However, it remains to denote very briefly two experiments in the education of women: Sarah Lawrence College, at Bronxville, New York, and Bennington College, at Bennington, Vermont, two progressive colleges which are very similar in purpose, in curriculum, and in methods of work. Each of these institutions recognizes that its primary function is to enable its students to develop their own capacities as fully as possible "for effectual and significant living."

Sarah Lawrence College was opened in October of 1928 as a junior college. In September of 1931 the provisional charter gave way to a permanent charter under which the college may now grant the degree of Bachelor of Arts. The work in this institution is probably unlike that to be found at any college in the United States. Each student is regarded as an individual but also as a member of an intelligent and cooperative group composed of all the students and faculty. There is little if anything traditional about the college and there is much that is novel. Its purpose, however, is to provide conditions most stimulating to the intellectual growth of the individual student whose curiosity and initiative are encouraged. Nevertheless the college does seek to provide for the student a "coherent direction of cultural interests rather than the specialized education of one or more talents."

Individual differences are taken as fully as possible into account in the selection of students, in the arrangement of their programs of study, and in measuring their achievements. Each student is advised to select for study those subjects which will broaden her understanding of the society in which she lives and

increase her interests through independent study. In many ways the college is a very select place. It undertakes to select from those who apply for admission the students who show promise of ability to profit most by its plan of college education. The programs of the students fall within four general fields: the arts, modern languages and literature, the social sciences, and the natural sciences. The institution has made a very energetic effort to avoid departmental divisions within these areas of learning by recognizing the relationships among them.

There are no required courses. Each student selects in careful consultation with a faculty adviser the field of study which most interests here and in which she thinks she prefers to do her major work. Once a major field is chosen the student is encouraged to include some work in each of the other fields, especially those subjects which will broaden and at the same time relate to her major subject. Regular conferences with her adviser are intended to determine the student's steadiness of her original interest and the development of new interests.

The class meetings are very informal with most of the work carriedon in group discussions and reports by the students. Considerable time is given to each student in individual conference with each of her instructors. She is encouraged to investigate and to select and to organize material for presentation to her group. She is allowed to proceed as fast as she can, and for eager students this plan seems excellent. Moreover, the "schedule" is so arranged as to provide for uninterrupted study, but she may apportion her time as her needs demand. She keeps a chart of her time on which is recorded the amount spent on academic work, on her major activity, on her leisure time activities, and on her sports.

The student's progress is constantly being measured, and to measure her progress as systematically and as accurately as possible is a major responsibility of the institution. For this work an important faculty committee on research is continuously engaged. No grades or marks are given, but an effort is made to measure the achievement of the student in relation to her own ability rather than comparatively or in relation to other students. An appraisal by the teacher of the work of each student is an important part of the records of the college. The content of her work also becomes a part of that record, on the basis of which a committee of the faculty in consultation with her teachers determines whether she has qualified for the diploma of the college. Written analyses of the work of each student are furnished twice a year and additional reports of similar kind are prepared upon special request. Examples of "contract" reports, reports to parents, and general reports to the office of the president follow:

Report of------- January 3 - March 17,1933

French, Modern Literature:
The organization and clarity of her written work has improved. She understands easily and speaks fairly well. She has developed a serious interest in historical studies of certain forms, notably the drama. She has done good work.

Fine Arts II:
Her work is adequate from an objective standpoint. She has mastered the factual information in this subject well, shows good judgment in the organization and presentation of her project material and grasps the general aspects of the field of study satisfactorily. I should like to see her make a more concentrated effort to penetrate beyond the obvious phases of some particular subject and study to a deeper and more personal appreciation of it.

Modern Drama:

An interesting student doing very good work. She gives a promise of real accomplishment. There has been a marked improvement in her attitude toward criticism. She is a valuable member of the group and a student capable of independent work.

Publications:

She has shown general improvement in writing. She has studied faithfully and intelligently and shows a steadily growing maturity in dealing with the work of the group. Has done some special work on the anthology and on subscriptions in addition to her work as a reporter. I look for continued development in her work during the rest of the year.

Report of---------- January 3-March 17,1933

Modern Institutions:

She has been working for sometime on the place of literature in the modern world. She has been trying to find out in what manner literary forms and expressions have changed under the impacts of the contemporary culture pattern. The work has required her to engage in research in the true sense of the term, and she is conducting it admirably. She is growing almost visibly from conference to conference in breadth and stability of judgment, and she is acquiring an abundance of new knowledge that I think will be permanently hers because it is actually a by-product of her own endeavors. Her interest and enthusiasm have been exceptionable from the start. I am not sure at this point how numerous or how important her ultimate conclusions will be, but I am certain of the educational value to her of the work she is doing. She has been willing in the past to work, but her mind has been (I believe) a little content with superficial ramblings over the surface of knowledge.

Shakespeare:

Miss----, besides showing an unusually good literary background, has a good critical approach to her subject and a thoughtful attitude toward progressive education. She seems to be profiting in a real way from the experiment.

Social Psychology - November 14, 1933

November 2

Today was the most satisfactory conference I have had with her; she showed real grasp of the problem of parent-child relations in her novels of China and a real interest in pursuing their backgrounds.

Reading:
The Character of Races: Huntington
Environment and Race: Taylor
Race Attitudes in Children: Lasker
Social Psychology: Folsom.

Social Psychology - November 16, 1933

------ is getting better oriented in this work. She is showing more initiative in finding material to read and in formulating her problem. She seems sympathetic both in class and conference, happy about the prospects of coordinating her German with the Social Psychology in a project on children's attitudes in the Nazi regime, to be carried out a little later. She is now rounding up a discussion of parent-child relations in China which, though more superficial than I had hoped it would be, will give background for study of parent-child relations here and in Germany.

Philosophy - November 10,1933

A written discussion of some questions on the Pre-Socratic philosophers. Showed that she had done a good deal of reading, and represented, on the whole, a rather intelligent selection of ideas from the material read. The language, however, was rarely her own and the discussion did not reflect any sure understanding of the subjects. This student works very slowly and laboriously. I am unable to estimate the extent either of her effort or her enthusiasm. I believe that on the whole she works conscientiously though a certain tendency to be flippant, combined with the fact that she has taken nearly three weeksto do this particular piece of work than most members of the group makes me wonder whether she is working to capacity.

Introduction to Literature - Notebook to November 24

Her notes indicate more than average ability to comprehend the ideas in the books. When interested in the class discussion (not always) she is quick to see the drift of an argument and often contributes questions that lead right to the point. She is beginning to reflect about some of the ideas in the reading, though she is not yet aware or interested in points of style or the form of books. She feels, as many students do at first, that it spoils the book or at least the enjoyment of it to analyse how the effects are obtained or the difference in style of this or that author. She may get over this, and for this reason, that she is not at all indifferent to theoretical discussion of such

generalities as realism, romanticism, idealism, etc., I was completely surprised by this theoretical interest shown last week in the small group. She reads very slowly. Should discriminate in her reading; read some of the books fast and some that she particularly enjoys more slowly, doing what she can in notes on those she reads fast and a more thorough job with those she reads more slowly. At present she is having a hard time keeping up with the class assignments which most (not all) the class do readily.

Preliminary Report in Zoology.

-----has done some very careful work in zoology. She has a definite appreciation for precision and careful, neat workmanship. Although I feel that she is interested and has done some things exceedingly well, she has actually accomplished less than the great majority of the class. This is due, I think, in part to her lack of training in methods of study and partly to the fact that her interest or ability to sustain attention fluctuates. I have a very clear impression of the unusually splendid way which she accepts criticism. I feel that if her enthusiasm can be maintained upon some special project in which she becomes especially interested, and if she can be helpedin methods of work that she will have some new intellectual experiences which will bring new satisfaction. I feel that she is vaguely groping for some such things. I am hoping that as her experience in the laboratory increases that she will later be able to undertake a special study related to the comparison of the structure of the foot of the horse and of man, a subject in which she has already expressed some interest and one which will lead to interesting observations and theories.

Preliminary Report on Business Procedure-October 25,1933.

A keen interest in the subject, a directness and an intellectual modesty are her most observable points of strength. She contributes occasionally to the class discussion, but prefers not to state an opinion unless she has some information on the subject. She will probably do her best work by herself. In the few pieces of short written work, she has been scrupulous in details, anxious to go slowly and carefully, and to question. She is sometimes content with an oracular explanation which does not really explain.

Preliminary Report on Introduction to Literature-
October 30,1933

Very intelligent, observant and real capacity for reflection if her interest was stimulated. Interest varies from occasionally keen analysis in discussion to apathy. Has real possibilities - developmant depends on interest.

Preliminary Report on Dramatics I

October 24,1933

Says she may be interested in acting professionally. Is quite sensitive. Dislikes, I think, doing sketches in front of others, which indicates a nice sense of privacy, but is a drawback at present.

She is preparing a report on the Barrymore family and helping with the sets and costumes for "Sister Beatrice."

Every student has a faculty adviser who occupies a very important position in the educational life of the college. The first obligation of the adviser is to encourage the development of independent judgment on the part of the student. The adviser keeps in constant touch with the plans and achievements of the students by means of frequent written reports from and conferences with her instructors. This cooperation between the student and her instructor, the student and her adviser, and her instructor and her adviser becomes the basis upon which an appraisal of the work of the student is made, rather than upon a system of marks and grades.

The work of the college may be said to be built upon the theory in progressive education of the "activities program." Almost complete freedom is allowed the student both with reference to her educational program and her social life. The college promises to provide full educational value from activities which in the conventional institutions of collegiate grade are generally known as extra-curricular. Such activities at Sarah Lawrence are organized on a systematic basis and are considered important parts of the curriculum. Each student elects one major activity through which she is expected to get training in group work, to develop qualities of leadership, to work under the leadership of others, to contribute to the interests and richness of the community life of the college, and to develop her latent talents.

Activities, directed by faculty advisers, include activities in art, in music, in dramatics, in creative writing, in natural history, and in social service.

Much attention is given to the plastic, graphic, and applied arts, - drawing and painting, sculpture, appreciation and history of art. There is emphasis also upon music, literature and language, and modern drama. Mathematics and the natural sciences constitute another important field of study. The field known as "Man and Society" includes an introduction to psychology, general psychology, child psychology, social psychology, anthropology, a study of family process, economics, modern economic problems, foundations of modern politics, modern institutions and ideas, religion, Far Eastern civilization and culture, as well as some courses in history which appear somewhat conventional. There are courses also in international relations, history of American life, problems of philosophy, and the literature of philosophy.

The work of this college has been variously defined. There are those people who see in it emancipation from the restrictions of the traditional education for women. There are others who look upon it as a "country club" college. Free election and almost no conventional requirements make the institution unique; in these respects it probably differs from any other college anywhere. Some very excellent work was observed there in the winter of 1933, especially in psychology and in contemporary literature, in which the discussions were very animated, although some students literally stuck to their knitting of sweaters and other garments while the class proceeded with its two-hour period. Instructors and students alike were smoking throughout the class meetings. A course observed in the history of Modern Europe

closely resembled courses usually found in this subject in representative American colleges. However, here as elsewhere, the liveliness of the work depended upon the spirit of the teachers who naturally differ in teaching skill and enthusiasm.

Apparently Sarah Lawrence (as perhaps Bennington College and some other innovation in college education) is already facing a practical difficulty in the transfer of its students to other institutions. If a girl wishes to leave the college after a year or two and go to Vassar or any other standard college for women she will probably be embarrassed because she will not have the usual marks and grades which are still required for admission and for graduation. And there will probably be many young women who may wish to transfer to other institutions. However, apparently a great many of the students at Sarah Lawrence are interested in the work of a junior college or of a four-year college (such as Sarah Lawrence has now become) where they may have freedom to study whatever they like even though the work does not lead to a standard degree.

Bennington College differs little from Sarah Lawrence except that it is younger. It, too, is an experiment in higher education for women along the most progressive lines. This institution has undertaken to offer a curriculum especially adapted to the actual needs of women in modern society. The plan is to develop a four-year course leading to the degreeof bachelor of arts "with standards equal to those of the best American colleges for women." The ideas of the institution include the following: what education is a continuous life process; that the college should develop in its students "the habit of engaging voluntarily in learning rather than of submitting involuntarily at certain periods to forman instruction;" that educational self-dependence

can be developed in students who work at tasks which have meaning and significance for them; that external devices such as compulsory attendance, grades, periodic examinations, and the artificial accumulation of credits interfere with real incentives to develop educational interests and purposes; that intellectual development should not be isolated from the development of the whole personality of the student; that the college should provide individual guidance; that the college should develop in its students attitudes of social cooperation and responsibility; that it should encourage among its students a realistic understanding of the world in which they now live as well as an understanding of the past.

The college has no formal requirements nor does it have traditional rules of residence. There are no regulations regarding class attendance or examinations. "Your degree will be given only on the basis of your demonstration that you have learned how to stand on your own feet and how to work with skill and understanding in your own field," says the college to girls who seek admission there. The institution undertakes to discover and select girls from public high schools as well as private preparatory schools who are interested and show real promise in at least one of the following fields: literature, the fine arts, music, the natural sciences, and the social studies. The required minimum for admission is creditable completion of a secondary school course but persons of maturity, serious purpose and excellence "who can offer satisfactory substitutes for formal or regular schooling" are considered for admission. The best subjective and objective evidence available is examined carefully in the case of each applicant and the quality of her previous school work receives the greatest weight. Here, as at Sarah Lawrence, transfer to and from other colleges call for special consideration because of the

difficulty of definition of traditional requirements.

At the present time(1933-34) the college has only first-year and second-year students, but its plan is to develop into a four-year college. The work of each student is individually arranged but it is not left to her unguided choosing. Many meetings and individual interviews are employed for her guidance in an effort to discover her needs, interests, purposes, and to explain the curriculum of the college adequately to her. After a week of such conferences her program is made. Each student has an adviser, usually selected with reference to the student's major interest. Reports of the work of the student and her difficulties are made directly to the adviser. The program of each student is likely to differ from every other student; much emphasis is placed upon individual work. Here, as at Sarah Lawrence, "activities" are essential parts of the curriculum. The student houses, an important part of the college, are its centers of social life, which encouraged neighborly contacts and serve as "a laboratory for education in the problems of social control, individual liberty, group deliberation and cooperation, choice and support of group leaders." Another interesting feature of the college is the "winter field and reading period" which provides the students with opportunities for independent work that can best be carried on away from the college during a two months' winter recess. Each student is required to make a written report at the end of the period in her use of that time and this report becomes an important part of her record.

Promotion does not depend upon grades or course credits. At the end of each year the student receives a report showing whether she has succeeded or failed in the work which she has undertaken. Judgment on the success or failure of the student, whose work is

periodically and confidentially estimated by her teachers, is based upon many types of achievement: reports, investigations, projects, discussions, pieces of creative work, and formal written tests when these seem necessary. There are no regular final examinations. Nor are there any requirements of written examinations. The total student record provides evidence of her ability to do independent work in the field of her major interests.

Promotion from the Junior Division to the Senior Division is made in similar manner. The work in the Senior Division is not unlike the "honors" work in some of the American colleges. Here freedom from formality and routine is permitted in the belief that it encourages initiative and self-dependence. The degree is to be awarded by Bennington, after the completion of the work of the Senior Division, "as the result of examinations, theses or other objective tests designed to reveal objectively the accomplishment of the student in her field of major study." The college does not object if students transfer to other institutions for the degree, but it does point out that until other institutions permit more freedom in requirements for students who transfer" it can seldom be arranged with any degree of satisfaction to the students themselves. To facilitate complete transfer at the end of two years Bennington would have to revise its curriculum so that its students could meet the varying requirements of other undergraduate institutions. This would strike at the heart of the College's educational program."

The new plans examined and studied for this report revealed considerable acquaintance by the administration and faculty with the facts of American educational history and with changing conditions within the colleges that have encouraged or demanded educational

reform. Among these facts and conditions are: (1) the vast increase in human knowledge in recent decades and the resulting expansion in materials of study and the need for reorganizing the subject matter of instruction; (2) the unfulfilled promises of the elective system which point to the needs of changes in the curriculum; (3) the scientific study of man and his education and of the learning process which has called for changes both in the materials and the methods of teaching; and (4) the practical recognition of the fact of individual differences among human beings. These new plans also appear to face squarely the fact that extreme departmentalism is an unfortunate affliction that withers everything truly educational that comes under its shadow and should, therefore, be removed. Moreover, the colleges that have improved their work in recent years have gone definitely from emphasis upon quantitative measures, as revealed by the artificial Carnegie units, to qualitative measures of the individual student.

The next chapter deals with the University of North Carolina.

Chapter III

The University of North Carolina

The present study of the University of North Carolina has grown in part out of studies conducted here in the winter and spring of 1933, by a committee composed largely of the deans of the institution. The report of that committee to President Graham at that time threw considerable light on both the fiscal and general educational problems of the institution. It dealt with costs of administration and instruction, increase in courses, the ratio of students to teachers, the teaching load of the faculty and other matters. The report indicated that the administrative costs were a bit out of line with 114 other degree-granting universities and colleges of the country and that during the five-year period from 1927 to 1932 these costs had increased 9.8 per cent and that the percentage increase in the salaries for instruction had been 5.5.[1]

That report and information gathered for the present study seem to indicate that the University of North Carolina has

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1 United States Office of Education Bulletin (1931), No.20. In this study administration and general control includes "such items as salaries and expenses of Boards of Trustees and Directors, presidents, registrars, treasurers, and other non-teaching officers, and other expenses incident to control and management of the institution." Instruction includes in that study "salaries, classroom supplies, and other expenses of faculty and teaching assistants." Of course financial accounting in institutions of higher learning is still an undeveloped science and there is no standard system of financial reporting among them. However, without reference to practices elsewhere, the figures here seem to indicate that the administrative costs of the University of North Carolina are excessive.

a rather large administrative organization with numerous boards and committees which hold frequent meetings and are often called upon to deal with matters that should be handled directly and promptly by deans or heads of departments. There is a growing complaint in the faculty against the increase in meetings of boards and in committee work. Apparently also the fields of some committees often over-lap. Informality of life in Chapel Hill is one of its conspicuous charms, but there is danger that it may become a costly indulgence in the University where informality in the meetings of committees and administrative boards often makes for waste of time and for delayed action.

The problems which claim attention in the present study, it should be noted, have arisen almost entirely since 1918. Prosperity and the widespread educational aspirations that followed the World War led to a large increase in student enrollments generally. The size and the suddenness of this increase quickly taxed both the physical plant and the administrative organization of the University of North Carolina. The physical plant was more than doubled in capacity and the administrative organization was greatly enlarged. This response to a measurable actual demand appeared to be an imperative duty of the institution, and expansion at that time was projected in terms of optimistic future increases in enrollment. On the basis of conditions between 1920 and 1925 it was a reasonable assumption that the University of North Carolina should prepare for a student body of four to five thousand within a decade. As a matter of fact, the present administrative organization could probably handle effectively such a student body without any appreciable enlargement; with a slightly greater increase, the instructional staff could probably teach as large a group of

students. The depression and decreased enrollment, however, have left the University of North Carolina with a rather heavy overhead in organization and physical plant. The obvious responsibility now facing the institution is to understand the source and nature of its present difficulties and set about to make the necessary revisions in its structure and work without destroying the essential basis of the larger possible opportunity which must follow with recovery from the depression. Some of the actual conditions in the institution may now be noted.

Courses (outside of law, medicine and pharmacy) have increased 73 per cent during the past ten years. The increase in students during this period has been 76 per cent. The increase in faculty has been 89 per cent.[1] The increase in courses in the 114 universities and colleges referred to above is unknown. The increase in students in these institutions during the past ten years is 86.2 per cent; and the increase in faculty during the same period is 67.2 per cent.

Many courses (outside law, medicine, pharmacy and engineering) offered in the regular quarters are rarely ever given and some such courses have not been given in the regular quarters for several years. Between the fall of 1929 and the fall of 1932 seventy-seven such courses were not given at all and eighty-five were given only once. It has not been possible to find information on this matter for other institutions in the country.

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1 A small part of this increase may be accounted for by the part-time instruction of members of the Institute of Research in the Social Sciences and by the members of the Training School.

The tendency toward concentration and specialization has been quite marked in recent years. In 1922 there were 26 (fall), 31 (winter), and 19 (spring) lecture courses with five or fewer students. In 1932 (spring) there were seventy-four such courses and in the winter sixty-one such courses.[1] A few courses have been given that have not at any time appeared in the catalogue. Some elective lecture courses beyond the freshman and sophomore requirements are often repeated during the year and a few of these are divided into small sections.

The ratio of students to teachers seems low.[2] In 1922 the ratio was 10.9; in 1927 the ratio was 11.13; in the fall of 1932 it was 10.7. The ratio of students to teachers in the 114 public degree-granting institutions in the United States is 13.5, which is an increase of 1.4 during the past ten years.

The teaching load is uneven and in most cases probably not excessive. The teaching load of the entire staff in non-laboratory courses in 1932 was: fall, 9.3; spring, 9.35; winter, 9.48. The teaching load in non-laboratory courses of full professors for the same quarters was: fall, 8.45; spring, 8.67; winter, 9.3. Tables showing these and other facts appear below.

A very large percentage of the students is taught by instructors of little experience in college teaching, and many of the more experienced teachers have small and often very specialized classes. Most of the students are not coming in contact with the best teachers in the University.[3]

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1 These figures are based upon the cards and the examination reports sent in to the registrar and not on registration.

2 These figures are for all teachers in the University, full time and part time, and may not be conclusive.

3 This may be and probably is a general condition throughout the country. It presents a serious problem in this institution.

Teaching load of entire staff in non-laboratory courses, 1932-33: 1

Fall		Spring		Winter	
Hours	Instructors	Hours	Instructors	Hours	Instructors
3	11	2	3	3	6
4	2	3	6	4	1
5	30	4	3	5	37
6	4	5	27	6	5
7	7	6	7	7	1
8	9	7	5	8	5
9	9	8	6	9	9
10	50	9	9	10	42
11	2	10	47	11	6
12	8	11	2	12	4
13	7	12	3	13	7
15	23	13	6	14	3
16	5	15	25	15	23
		16	2	16	4
		17	3	20	1
	167		154		154
Average of 9.3 hours a week.		Average of 9.35 hours a week.		Average of 9.48 hours a week.	

Average teaching load of entire staff in non-laboratory courses in fall of 1922 was 11.3.

1. This table shows the teaching load of all teachers in non-laboratory courses, including the part-time instruction of members of the Institute of Research in the Social Sciences and the members of the Training School.

Teaching load of entire staff in non-laboratory courses ten years ago (fall,1922)

Hours	Instructors
5	14
6	1
7	3
10	22
11	5
12	6
13	4
14	3
15	27
18	2
20	1
	88

Average of 11.3 hours a week

Teaching load (exclusive of laboratory) of Full Professors:[1]

Hours	Fall(1932) Professors	Spring(1932) Professors	Winter(1932) Professors
2	2	3	0
3	4	4	2
4	2	1	2
5	14	14	13
6	3	2	5
7	6	4	2
8	7	7	4
9	7	3	6
10	25	25	22
11	2	6	5
12	1	2	1
13	4	9	4
14	0	1	2
15	5	4	9
16	2	0	0
17	0	1	1
	84	86	78
	Av.8.45	Av.8.67	Av. 9.3

1. This table shows the teaching load of all teachers in non-laboratory courses, including the part-time instruction of members of the Institute of Research in the Social Sciences and the members of the Training School.

Number of lecture courses with five or fewer students:

	Fall(1932)	Spring(1932)	Winter(1932)
Botany	3	5	4
Chemistry	6	3	7
Economics	1	6	3
Education	11	11	5
Engineering	14	11	8
English	1	4	4
Geology	0	5	0
German	2	4	3
Greek	3	0	1
History	6	4	4
Journalism	0	0	0
Latin	3	4	5
Library Science	0	0	0
Mathematics	2	4	4
Music	5	1	1
Philosophy	3	2	2
Physics	1	0	0
Psychology	1	1	1
Romance Languages	3	7	4
Rural Social Economics	4	2	2
Sociology	0	0	0
Zoology	0	0	0
	69	74	61

Ten years ago (1922) the number of lecture courses with five or fewer students was: 26 19 31

These figures are based both upon the cards and the examination reports sent in to the registrar and not on registration.

Total Number of Courses by Departments

	1922	1927	1932
Botany	12	14	26
Chemistry	44	56	70
Greek	16	15	20
Latin	21	31	31
Economics	14	26	33
Commerce	28	38	32
Education	30	40	70
English	56	67	76
Engineering	43	63	75
Comparative Lit.	14	21	23
Geology	27	45	51
German	18	23	22
History	27	48	48
Government	15	19	20
Journalism	3	9	9
Mathematics	32	36	49
Music	9	12	28
Philosophy	7	15	21
Physics	21	23	22
Psychology	15	20	23
Romance Languages	52	57	63
Rural Social Ec.	17	24	19
Sociology	16	37	33
Zoology	9	18	20
	546	757	886

Faculty(Exclusive of Law, Medicine and Pharmacy)

	Professors	Asso.Prof.	Asst.Prof.	Inst.	Fellows	Total
1922	40	21	12	22	20	115
1927	70	32	35	42	24	203
1932	79	41	26	48	24	218

Percentage of staff with rank of full professor:

Fall(1932)	Spring(1932)	Winter(1932)
36	40	38

Ratio of Students to Teachers

(Exclusive of Law, Medicine and Pharmacy)

Year	Teachers	Students	Ratio
1922	115	1243	10.9
1927	203	2261	11.13
1932(Fall)	218	2349	10.7

These figures are for all teachers in the University, full-time and part-time, and may not be conclusive.

The number of Seniors in the College of Arts who majored in the various departments for the years indicated are set out as follows:

	1929	1930	1931	1932
History	35	46	32	22
English	31	20	27	28
Economics	4	6	10	10
Chemistry	14	6	15	17
Mathematics	2	1	5	2
Romance Languages	4	4	6	8
Sociology	3	5	4	6
German	1	2	0	1
Classics	1	6	1	1
Education	0	3	0	0
Zoology and Botany	2	3	7	4
Geology	1	0	1	0
Music	0	0	0	1
Philosophy	1	1	0	1
Physics	1	0	1	0
Journalism	2	4	3	4
Psychology	1	2	1	3
Rural Economics	1	0	1	0

Approximate number of Juniors and Seniors in the College of Arts majoring in the various Departments in the Spring of 1933:

English	50
History	82
Romance Languages	15
Sociology	13
Chemistry	30
Mathematics	3
German	1
Classics	9
Economics	15
Education	0
Zoology	8
Geology	2
Music	5
Philosophy	3
Rural Economics	1
Journalism	10

The major interests of Juniors and Seniors in the College of Arts in the Spring of 1934:

	Juniors	Seniors
Chemistry	14	21
English	32	28
History	25	20
Mathematics	3	1
Education	1	0
Zoology	6	6
Economics	10	10
French	5	8
Spanish	3	0
Journalism	15	10
Physics	2	1
Music	7	4
Sociology	10	8
German	5	1
Psychology	4	2
Latin	2	1
Philosophy	0	2

It appears that the increasing departmentalization of the work in the undergraduate years has made for a complex if not costly administrative machinery. As noted in the early part of this chapter, the increase in courses during the past ten years has been 73 per cent, which is larger than that of the average of 114 public degree-granting institutions of collegiate grade. New courses covering limited sections of a specialized field of knowledge and often representing extreme departmentalization have been introduced so fast and often so casually that even the university faculty seems to have lost the sense of unity in the curriculum. It is not amazing to find, therefore, that our undergraduates seem generally not to discover that these courses are parts of a whole. Nor is it clear that this increase in courses has been made with the University's conscious recognition of the needs of its students or even their assumed vocational interests. On the other hand, it may reasonably be asked whether this increase has not been due to the advanced research interests of ourselves, to departmental ambitions or aspirations, or to our failure to discover and provide for the interests and needs of the masses of our students. Whatever the explanation, this increase in courses conspires with the elective system to make unification of the work of our undergraduates increasingly difficult. Too many of them go out miserably uneducated and unprovided with intellectual disciplines or wholesome interests that support themselves. The unity of the undergraduate curricula has almost disappeared.

Findings of the present study seem to give fresh emphasis to the great importance of a closer and more vital working relationship between secondary and higher education in North Carolina. Our students come in the main from a widely scattered and unorganized secondary school curriculum, built around and emphasizing the unit system of credits. Under our admission requirements students may present units from about 28 different high school subjects as follows:

English	4 units
History	1 to 4 units
Mathematics	2 to 4 units
Greek	1 to 3 units
Latin	1 to 4 units
French	1 to 3 units
German	1 to 3 units
Spanish	1 to 3 units
Biology	½ or 1 unit
Botany	½ or 1 unit
Chemistry	½ or 1 unit
Physics	½ or 1 unit
Zoology	½ or 1 unit
General Science	½ or 1 unit
Physiography	½ or 1 unit
Physiology	unit
Civics	½ or 1 unit
Economics	½ or 1 unit
Scouting	½ or 1 unit
Music	½ or 1 unit
Military Science	½ or 1 unit
Commercial Geography	½ unit
Drawing	½ or 1 unit
General Agriculture	½ to 2 units
Bookkeeping	1 unit
Commercial Arithmetic	1 unit
Stenography and Typewriting (together)	1 unit
Manual Training	½ to 2 units

English, Mathematics, and Modern Foreign Languages absorb most of the time of the Freshmen and much of the time of many of the Sophomores. Certain facts concerning the preparation of many Freshmen in these subjects may now be noted.

English. For some time it has been necessary for the University of North Carolina to provide for some entering freshmen a course called English A, a sub-freshman course which carries no college credit. In the fall of 1933 this course contained sixty-one members of the freshman class which numbered 559. A study was made of these ill-prepared students in English, their failures and their retardation, and a comparison was made of the students coming from North Carolina schools and those coming from schools outside the State. The data indicated that:

(1) North Carolina schools furnished three times as many English A students as were furnished by schools from outside the State;

(2) The North Carolina schools furnished one and one-half times as many failures;

(3) The North Carolina schools contributed twice as many retarded students;

(4) The indicated preparation of the North Carolina freshmen in 1933 averaged about that of 13,233 freshmen of other colleges in 1929, though less evenly distributed, but was considerably lower than that of 3,127 freshmen in other colleges in September of 1933. It should be kept in mind that each one of these freshmen came to the University of North Carolina with a diploma or certificate from a North Carolina high school.

The list and tables which follow, were furnished by Professor A.P.Hudson, Chairman of Freshman English. The material has reference to students in English A (sub-Freshman course, without credit, given in the fall of 1933.) Students were placed in this course on the basis of the showing they made (1) on an initial placement test consisting

of 300 words and the Barrett-Ryan English test and (2) their performance of class work (themes and exercises) during the first two weeks of the fall quarter. The first score given is that of the theme (100 points); the second, that of the Barrett-Ryan Test (150 points); the third, the total of the two. On the basis of the total score made (highest possible mark, 250), students making 125 or below were tentatively classified in English A. If their class performance confirmed this placement, they were kept there. If they did better work than the placement test indicated that they might do, they were promoted to English 1 (the regular first-quarter credit course). On the other hand, if students whose placement scores seemed to qualify them for English 1 failed to confirm this classification, they were reduced to English A. It is for this reason that a number of students with placement scores above 125 appear on the list. The grade given is that made by the student in English A during the fall quarter of 1933.

Name	School	State	Theme	B- R	Total	Fall Qr.
Anderson, Fred	Military Acad.	Ga.	45	73	118	D
Arnold, L.M.	Fuquay Springs	N.C.	38	65	103	D
Beddinfield,H.H.	Bunn	N.C.	0	66	66	F
Bender, Amis	Pollocksville	N.C.	44	75	118	C
Bodenhamer, Wm.H.	Clemmons	N.C.	50	91	141	F
Brody, Samuel	Sumter	S.C.	55	81	136	D
Bruton, C.W.	Mt.Gilead	N.C.	62	97	159	C
Bullard, R.E.	Roseboro	N.C.	46	68	114	C
Bullock, J.H.	Henderson	N.C.	20	79	99	D
Capasso, Frank	Neward Prep.	N.J.	35	87	122	B
Carr, Jos. D.	Wallace	N.C.	20	81	101	F
Carty, Sam	Washington	N.C.	10	93	103	D
Casteen, W.J.	Burgaw	N.C.	44	85	129	Dropped
Castelloe, R.B.	Aulander	N.C.	49	73	122	D

Name	School	State	Theme B - R		Total	F.Qr.
Cavin, W.L.	Troutman	N.C.	71	79	150	D
Cherry, H.W.	Leaksville	N.C.	38	67	105	D
Coleman,M.A.	Christ S.(Arden)	N.C.	25	70	95	C
Cook,M.J.	Lenoir	N.C.	69	85	154	B
Crater,A.M.	Oak Ridge M.I.	N.C.	20	46	66	D
Cooperstein, Jack J.	Jamaica	N.Y.	26	62	88	D
Davis,F.M.	Lumberton	N.C.	44	74	118	D
Dosher,H.L.	Wilmington	N.C.	81	76	157	D
Dickens,J.W.	Roanoke Rapids	N.C.	61	47	108	C
Dunham,LeVerne	Winston-Salem	N.C.	53	77	130	D
East,Malcolm	Oak Ridge Mil.	N.C.	55	67	122	D
Feimster,C.J.	Riverside Mil.	Ga.	30	72	102	D
Finkelstein, M.A.	Wilmington,	N.C.	45	75	120	Dropped
Ford,Wm.H.	Lakeview	N.C.	51	58	109	D
Fleming,John J.	St.Jos. (Phila.)	Pa.	35	76	111	D
Gilliam,J.W.	Altamahaw	N.C.	48	31	79	C
Goldstein,J.H.	Windsor	N.C.	49	72	124	D
Grantham,D.J.	Goldsboro	N.C.	0	50	50	B
Hoggard,M.M.	A.M.A.	Va.	41	83	124	D
Johnson,Hudson	Apex	N.C.	37	47	84	D
Kale, J.E.	Lincolnton	N.C.	29	76	105	F
Killingsworth, H.H.	Kitterlinus Inst.	Fla.	47	68	115	C
Leake, J.W.	Mt.Airy	N.C.	63	40	104	D
Lowdermilk,G.C.	Candor	N.C.	10	32	42	D
McCarn,L.W.	Kannapolis	N.C.	42	54	96	D
McIver,Charles	Greensboro	N.C.	55	30	85	F
Mitchell, H.L.	Leaksville	N.C.	64	83	147	D

Name	School	State	Theme B - R		Total	F.Qr.
Morgan,J.R.	Apex	N.C.	17	30	47	Dropped
Pavalakis,John	Chapel Hill	N.C.	15	38	53	C
Price,James H.	China Grove	N.C.	69	85	154	Dropped
Riggsbee,Bruce H.	Chapel Hill	N.C.	60	45	105	C
Ritter,Charles A.	West End	N.C.	60	51	111	D
Rucker,Pierce C.	Greensboro	N.C.	64	30	94	D
Sapp,Malcolm R.	Winston-Salem	N.C.	47	84	131	Absent
Seymour,S.W.	Apex	N.C.	50	51	101	C
Southerland,C.W.	Mt.Olive	N.C.	43	51	94	C
Starke,Elmer A.	Roanoke Rapids	N.C.	25	40	65	D
Swaim,W.S.	Winston-Salem	N.C.	69	69	138	C
Taylor,S.B.	Mt.Olive	N.C.	34	63	107	D
Taylor,Yates	Mt.Olive	N.C.	60	57	117	D
Tonkel,Jos.I.	Louisburg	N.C.	25	75	100	D
Trimpey,J.S.	Somerset	Pa.	51	71	122	C
Thurman,C.H.	Oak Ridge M.	N.C.	38	35	73	D
Ward,Melville C.	Spencer	N.C.	63	62	124	C
White,Carey C.	Mt.Pleas.Coll.I.	N.C.	49	83	132	D
Williford,J.H.	Aulander	N.C.	45	62	107	D
Waller,C.W.	Mt.Olive	N.C.	53	103	156	C

It will be noticed that of the nine out-of-state students who were placed in English A in the fall of 1933, six appear to have come from preparatory rather than public schools. All of these students passed the work in English in the fall quarter. Three of the out-of-state students appear to have come from public schools and they also passed the course. Four of the students in English A in the fall of 1933 appear to have come from preparatory schools in North Carolina and these passed the course.

Table I

New students Fall 1933 in Freshman English	Prepared in N.C.	Prepared Elsewhere	Total	%N.C.	%Elsewhere
	301	175	486	64	36
Placed in English A	51	10	61	10	2.5

Table II

Of 301 in-state students, 51, or 16.6 per cent were practically illiterate.

Of 175 out-of-state students, 10, or 5.7 per cent were practically illiterate.

Table III

Of the 61 students in English A, 10, or 18 per cent did not pass the course. All of these 10 students were from North Carolina schools.

The list and the tables which follow have reference to students in English 1 (the regular fall quarter credit course) and English 3 (the course given to normal freshman students in the spring quarter but in this case given to second-year students who for various reasons, chiefly failure in English 1 or 2 during their freshman year, had got behind in their college English). The English 1 students are those who, on the basis of a placement score of 126 (out of a possible 250) or above, or on their showing in English A during the first two weeks, were regarded as having a chance to do passable college work. Most of the students in English 3 took a slightly different placement test (the Pressey Diagnostic Test, 112 points), but the same type of writing test (100 points). The grade given is that made by the student in English 1 (not otherwise indicated) or English 3 (indicated by the numer 3 in parentheses).

Name	School	State	Theme	Test	Total	Fall Qr.Gr.
Barrow,J.Van	Snow Hill	N.C.	77	BR 98	175	F
Beaty,C.B.	Mt.Holly	N.C.	34	Pr. 72	106	Dropped
Bell,John Cleve	Bailey M.A.	S.C.	94	BR 94	189	F
Breckenridge,Arnold	Chapel Hill	N.C.	90	BR 92	182	F
Brown, F.D.	Ithaca	N.Y.	78	BR 78	156	F
Burnette,W.S.	Whitakers	N.C.	50	BR 78	128	F
Burroughs,J.R.	Greenbrier Mil.	W.Va.	55	BR 81	136	Drop.(W)
Capps,E.U.	Fay	N.C.	55	Pr.65	120	F(Repeater)
Carraway,W.W.	Snow Hill	N.C.	68	Pr.75	143	F(Repeat.)
Clark, Sam N.,Jr.	Va.Episcopal	Va.	72	Pr.68	140	Drop 3(W)
Crawford,Harry	Mt.Vernon	N.Y.	81	BR 116	197	Drop
Cross,R.H.	Lynchburg	Va.	75	BR 110	195	Drop
Darden,W.T.	Fay	N.C.	64	BR 94	158	Drop
Doggett,Lewis	Coal Springs	N.C.	80	BR 91	171	F
Dunham,W.G.	Winston-Salem	N.C.	53	BR 77	130	F
Dupree, Carl	Kinston	N.C.	86	Br.78	164	Dcc(3)
Fisher,J.J.	Staunton Mil.A.	Va.	74	BR 75	149	Inc.
Goodes,Eugene L.	Burlington	N.C.	72	BR 85	157	F
Hopkins,Wilson	Durham	N.C.	82	BR 102	184	F
Hunter,James E.	Clemmons	N.C.	62	BR 86	148	F
Huth, Carl	U.of Chi.H.S.	Ill.	85	BR 72	157	Dropped
Jenkins,Frank	Mars Hill Coll.	N.C.	Transfer student			F(3)
Hanff, Sam	Va.Episcopal	Va.	50	Pr.64	114	F(3)
Jerman,D.S.	Raleigh	N.C.	45	Pr.69	114	F(3)
Jordan,W.M.	Mt.Airy	N.C.	61	BR 77	138	F
Lasater,Robt.L.	Broadway	N.C.	70	BR 97	167	F
Leach,Ralph	Aberdeen	N.C.	50	Pr.70	120	F(3)
Lefkowitz,Laurence	Berkeley-Irving	N.Y.	59	BR 81	140	F
Lorch,Hubert F.	Albemarle	N.C.	84	BR 81	145	F
McMahan, T.C.	Coal Springs	N.C.	20	BR 55	75	F

Name	School	State	Theme	Test	Total	Fall Qr.Gr.
McMillan,F.E.	Red Springs	N.C.	58	BR 87	145	F
Minor,S.W.,Jr.	Danville	Va.	No tests			Dropped
Mitchell, W.C.	Greensboro	N.C.	62	BR 83	145	F
Mizel,J.I.	Newport	N.C.	55	BR 97	152	F
Morrison,John Jr.	Rockingham	N.C.	53	Pr.63	116	F(3)
Murphy,K.M.	Belmont	N.C.	86	BR 81	187	Dropped
Neal,Albert	Marion	N.C.	61	BR 69	130	F
Popkin,Murray	Hamilton Inst.	N.Y	41	BR 87	128	F
Parker,W.McG.	New Bern	N.C.	--	PT 108	---	Dropped
Price, J.A.	Wilmington	N.C.	72	BR 89	161	F
Rice, G.A.	Yanceyville	N.C.	79	BR 82	162	Dropped
Robertson,S.W.Jr.	Fayetteville	N.C.	No tests			F(3)
Rowland,Randolph	Riv.Mil.Acad.	Ga.	58	BR 93	151	F
Smith,James T.	Penn's Grove	N.J.	45	BR 97	142	Drop (W)
Steward,R.M.	Kiskiminetas	Pa.	64	BR 86	150	F
Stimpson,C.Jr.	Riv.Mil.Acad.	Ga.	61	BR 67	128	F (3)
Venters,Elmer J.	Richlands	N.C.	53	BR 81	134	F
Wexler,Theol	Hamilton Inst.	N.Y.	39	BR 88	127	Dropped
Womble, W.H.	Greensboro	N.C.	85	BR 97	172	F
Wright, L.W.	South Mills	N.C.	77	Br 77	154	E(3)

TABLE IV

Enrollment.....	Total	State of N.C.	Out-of-State	%State of N.C.	%Out-of-State
English 1.....	427	262	165	61.6	38.4
English 3.....	59	43	16	72.5	27.5
F(Failing) Grades...	35	25	10	8.2	5.5
English 1.....	27	19	8	7.2	4.8
English 3.....	8	6	2	14.0	12.5
E's,Inc.'s Drops (1 & 3)	15	7	8	0.23	4.4
Failure to receive credit from all causes	50(10%)	32	18	10.5	10.0

Viewing the whole problem resulting from (1) preparation certainly insufficient for entrance into college English and (2) preparation probably inadequate for satisfactory work after admission, we have the following distribution of high school responsibility:

Freshman Enrollment: New(1933) Entering Students.....	Total 547	State of N.C. 356	Out-of-State 191	%State of N.C. 65.1	%Out-of-State 34.9
Retarded in English A	61	51	10	16.6	5.7
Failures English 1 & 3	35	25	10	8.2	5.5
Total Retardation	96(17%)	76	20	21.3	10.4

Why should instruction in our mother tongue be such a difficult task? This may not be the place to note one of the faults of the speech and even the writing of American students. Few seem willing to permit themselves to strive to use good, not to mention excellent English. They seem to incline the other way. There is among them a definite objection to speaking well. Good articulation is considered an unhealthy condition. But this condition reflects the national mood. We are afraid of appearing to strain after correctness in our speaking

and writing habits and often seem energetic in our carelessness.[1]

Most of our freshmen come from homes of few or no books, careless habits of speech, indifferent habits of reading. They, as other human beings, learn to do by doing worthwhile things they are interested in doing. Just as they learn to swim by swimming in the water, they learn to talk by talking to real people about things they are interested in talking about; and they should learn to speak and write by speaking and writing about things they are interested in speaking and writing about.

For nearly forty years this country has had a more or less wide discussion of the teaching of English composition and literature in the freshman and sophomore years. This discussion has been pertinent because of the strategic place such courses occupy in the curricula of our schools and colleges. As a rule it is required and for most of our undergraduates it furnishes about all the training and experience college students ever get in English. These courses are, therefore, very important and those who teach them have an extraordinary responsibility in general education.

Notwithstanding this long discussion, the prevailing method of teaching English composition and literature appears still to place the emphasis upon form rather than ideas, although most thoughtful people

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1 A member of the teaching staff of the University of North Carolina who also teaches science in the Chapel Hill High School was interested in the material discussed above in regard to our Freshmen in English. After reading it he wrote as follows:

"I note the same difficulty in reading and composition in my high school classes. A mere rough shot at a grammatical form or a spelling of a word seems to satisfy. Sounds and letters seem unconnected in pupils' minds and order of letters seems quite immaterial in many cases. Sometimes I am inclined to wonder how far faulty pronunciation- careless elisions, etc.- affects spelling. The same types of error often appear in such correspondence papers, written by teachers in service, as I have occasion to handle....."

would say that the value of English literature is distinct from an analysis of its form and technique or from its history. So, also, of English composition. It is now generally agreed that the most interesting and effective as well as the most economical way to study composition is in connection with the study of other subjects. Few teachers can really teach and encourage students to write unless they lead the students to think about what they are writing instead of how they are writing. People write well only when they have something to say and not when they have to say something.

Some idea of the meaning and the value of literature is one of the most important things to be taught in these elementary courses. From the best of the writers should be selected as much material as can be studied and interpreted well. This material should be read primarily for its meaning and value and only incidentally, if at all, for its history or form; it should be studied in an effort to cause the students to think about life intelligently and seriously. It appears that the best course in English literature for the individual student would be that which, with the greatest degree of thoroughness, interprets human life to him and that shows him its relation to science, religion, politics, education and all other great human interests and concerns. Literature, as other arts, appeals to the emotions. It reflects many elements of civilization. To provide such a curriculum in English is one of the most difficult of all the tasks that confront those institutions which are seriously examining and trying to improve their undergraduate work.

The problems of the articulation of high school English with freshman and sophomore English are familiar to most teachers of the subject. One of these is the tremendous increase in the number of high school graduates who have been going to college. Perhaps the colleges have admitted indiscriminantly and have not always been sufficiently doncerned with the gruesome fact of mortality among college students

during their early years. This condition is often explained by the weakness of the individual student and the type of instruction which he has had in high school. Competent studies show that the entering college freshman is on the whole similar to or only slightly different from the high school senior.

Another problem concerns what is called the tyranny of entrance requirements in the college,- the magic units which must be accumulated by the student before he can enter college. Another problem in articulation between the college and the high school is involved in the evidence that high school methods of teaching are believed to be superior to college methods. This is an old quarrel which need not be brought up here. And still another problem concerns the skepticism of college teachers of English about the fitness of high school graduates to continue work in that subject in college. The professors seem not to be aware that the high schools have made real progress during the past few decades. Moreover, the professors are sometimes inclined to charge their own failures with studentsto conditions which preceded their efforts at instructing them. It should be noted that college teachers prepare most of the materials of instruction (textbooks and manuals) used in high school and that they train the high school teachers. Also, there seems to be some ground for the criticism that in many institutions practically every English course is taught with the purpose of specialization, as preparation for some other course, primarily for the purpose of heading a few students toward the upper reaches in English rather than undertaking to provide the greatest good in English for the largest number.

Significant, in this connection, is Dr.Dora V.Smith's "Instruction in English," National Survey of Secondary Education Monograph No.20, the substance of which was released for publication March 18,1934. In this monograph Dr.Smith gives an analysis of 156 courses of study in

English, published since 1925, for junior and senior high schools in 127 representative cities of 35 states, with records of visits to classrooms and conferences with teachers and supervisors in 70 prominent junior and senior high schools. The study reports "an unwarranted emphasis upon grammar drills, technicalities, and other matters of form, with surprisingly little concern that the pupil have something to say." The study reveals a considerable amount of uncertainty about the formal study of grammar, on which emphasis varies. Some courses of study list 45 principles to receive attention while others enumerate as many as 149. The report indicates "no agreement as to what grammar is absolutely needed."

The study also shows that written composition is less successful than oral composition "in breaking with tradition. Even letter writing seems neglected in certain quarters to a degree not warranted in every-day life." The preoccupation is with matters of form and not with teaching the pupils to have "something to say." It is also noted that "the aim of developing vivid imagination occurs only three times in 120 courses of study." Only 57 of the 156 courses in literature agree "upon any one classic which should be studied by all the children." Silas Marner ranks first and Julius Caesar second. The list most frequently required of all pupils is practically that fixed for college entrance requirements in 1890. "Teachers who insist upon some classic offer as an excuse that colleges require it, although studies of college entrance requirements fail to show a single college insisting upon any one classic; nor does the College Entrance Examination Board place such a requirement."

Because the colleges and universities prepare the teachers in high schools, as noted above, and because college and university teachers produce most of the materials of instruction used in the high schools, the "nine serious problems" which Dr.Smith lays down to be considered in the teaching of English in high schools may appropriately be set out here:

What should be the relationship of high school English to the general objectives of secondary education?

How far does the present program in composition and in literature meet the present or the future needs of adolescent boys or girls?

To what objectives other than mere correctness should the composition course contribute?

To what extent does the present program in English grammar influence speech and writing: What is its relative importance in an over-crowded program of instruction?

Granted that a pupil is of low intelligence and has but a year or two to remain in school, what program of English instruction will contribute most to his future welfare and efficiency?

What is preparation for college; that is, what are the <u>actual</u> demands of higher institutions? To what extent should they dominate secondary school practice?

Is there a common body of literary material with which all pupils should be familiar?

What are minimum essentials and on what bases should they be selected?

Granted that the major objectives of the teaching of literature are breadth of experience and interests and a habit of life-long association with good books, what literature content and what methods of classroom instruction are best calculated to achieve these ends?

The Modern Foreign Languages. For several years the Department of Romance Languages of the University of North Carolina has been endeavoring to reduce the large number of failures among the freshmen in its courses; since 1930 placement examinations have been used, apparently with considerable success. The failures in the fall of 1929 were as follows:

In French I, 38.5 per cent
In French II, 34.3 per cent
In French III, 28.2 per cent

In the fall of 1930 the figures were as follows:

In French I, 24.4 per cent
In French II, 21.8 per cent
In French III, 24.5 per cent

For the year 1930-31 the figures were more encouraging:

In French I, 18.3 per cent (297 students)
In French II, 22.6 per cent (326 students)
In French III, 21.3 per cent (366 students)

These figures indicate a reduction in French I of 20.2 per cent from the fall quarter of 1929 and a reduction of 12.9 per cent in the three courses.

The member of the Department[1] who has reported the results of these examinations asks why such a large number of pupils who have had two years of French in high school fail in French III. He also asks why pupils who receive grades of from 70 to 95 in high school French are unable to achieve the minimum passing grade required in college in their next course in the subject. He says that in the light of experience here it does not appear that the college instructors are too severe in grading, too exacting in standards of achievement, or that the amount of work required is excessive, arguments that have often been pointed to in explanation of the large number of failures in freshman language work in the colleges. In 1931, the students who passed the placement tests sufficiently well to be put into French III were able to pass that course, and similar results have been achieved

1. Giduz, Hugo. The High School Journal, February, 1932, and November, 1933.

since that time.

For the purpose of placement, The American Council Beta French Test, Form A, and the American Council Alpha French Test, Part I, Form B, have been used by the Department, the former in 1931 and the latter in 1933. Not all of the items were required in 1931. In the Vocabulary Test only the first 60 out of the 100 words were chosen; in the Comprehension Test 45 out of 60 items were used; and in Grammar 45 out of 60 items were used. Each student had a chance to make a grade of 150 for a perfect score. The Department decided that those who made a score of 100 or more should be put into French III, those who made a grade of 60 to 99 into French II, all those who fell below 60 placed into French I.

The table below shows the number of students who failed to answer correctly each question in the examination in 1931. In the Vocabulary test, marked I, it will be noted that the number varies from 7 (No.2), which is 2.1 per cent of all who took the examination, to 263(No.52) or 81 per cent. In the Comprehension Text, II, the variation is from 8 or 2.4 per cent,(No.11) to 167 (No.39) or 51 per cent; and in Grammar, III, from 55 (No.3) or 17 per cent to 260 (No.35) or 80 per cent.

NUMBER OF ERRORS ON AMERICAN COUNCIL BETA FRENCH TEST—FORM A
Used for Placement at the University of North Carolina
September, 1931

	I	II	III		I	II	III
1	75	11	58	31	144	122	173
2	7(2.1%)	21	88	32	66	119	233
3	29	22	55(17%)	33	89	123	213
4	9	23	72	34	67	90	187
5	96	46	89	35	87	139	260(80%)
6	35	91	111	36	91	70	229
7	58	47	59	37	75	129	219
8	69	48	167	38	92	142	230
9	13	45	163	39	151	167(51%)	227
10	41	41	189	40	184	153	235
11	57	8(2.4%)	165	41	107	57	241
12	48	28	155	42	165	159	255
13	26	33	172	43	127	82	242
14	57	22	158	44	105	98	252
15	115	28	183	45	190	88	237
16	108	28	197	46	143		
17	149	15	202	47	146		
18	104	78	209	48	130		
19	137	68	235	49	196		
20	76	104	148	50	53		
21	70	72	191	51	178		
22	57	89	195	52	263(81%)		
23	220	109	166	53	198		
24	138	138	221	54	101		
25	148	89	201	55	249		
26	11	113	233	56	155		
27	140	133	190	57	232		
28	59	110	245	58	106		
29	24	121	251	59	217		
30	78	10	225	60	205		

Forty-eight or 18.2 per cent of the students who had had two years of French were put into French I; French II received 135 or 51.3 per cent; and 80 or 30.4 per cent were placed into French III. When these 263 students were grouped, those from schools within the State and those from schools outside the State, the figures were very discouraging. Of the North Carolina students 49 or 19.4 per cent were placed into French I; French II received 105 or 49.8 per cent; and 65 or 30.8 per cent were placed into French III, making a total of 211 students. Seven or 11.3 per cent of the out-of-state students were placed into French I; French II received 30 or 48.4 per cent; and 25 or 40.3 per cent made French III, a total of 62 students. It will be noted that the percentage of out-of-state students was decidedly lower in French I, slightly lower in French II, and markedly higher in French III. A similar condition has been revealed in the subject of English. The examination also showed that the students who come from the best schools have far better chances of making French III than have those students who come from the poorer non-accredited schools. Moreover, the results of the examination showed the need for more careful teaching by teachers of French in the high schools of the State. Professor Giduz concluded that if more of the pupils had been taught by an oral method fewer errors would have been made.

In the fall of 1933 the Department of Romance Languages gave the American Council Alpha French Test, Part I, Form B. Only 50 of the 75 words in the Vocabulary Test were used. All of the 50 items in Grammar were used, making a total score of 100. It was decided that all students who made a score of less than 25 were to be placed into French I; those who made from 25 to 49 were to be placed into French II; and those who made 50 or more into French III. But there were so many students who made from 45 to 50 and so few who made above 50 that the entrance score to French III was lowered to 45.

The examination was taken by 247 students who had had two years of French in high school. Of these 172 came from North Carolina high schools and 75 from high schools outside the State. French I received 90 or 36.44 per cent of the total, the same number were placed into French II, and 67 or 27.12 per cent were placed into French III. Seventy-eight or 45.35 per cent of the North Carolina students were placed into French I; 62 or 36.5 per cent were placed into French II; and 32 or 18.60 per cent were placed into French III. Students from high schools outside the State did better. Twelve or 16 per cent of these made French I; 28 or 37.33 per cent made French II; and 35 or 46.66 per cent made French III. The results of the placement test in Spanish, given in the fall of 1933, were similar to the results which the French examination showed.

According to the findings of the National Survey of Secondary Education, American high schools are now placing more emphasis upon the reading of foreign languages in the early courses than on writing and speaking them, as has been the traditional practice. This shift in emphasis has resulted from scientific studies and testimony from teachers and is said to be in accord with the needs of the pupils. This trend is believed to be influenced by the Classical Investigation of 1924 and the Modern Foreign Language Study published about 1928. It is also known that about 83 per cent of the students of a Modern Foreign Language in a high school pursue it only for two years at most and that only 57 per cent of those who begin the subject continue it even through the second year.

Most teachers of these subjects generally agree that the teaching of Foreign Languages has two cultural aims: to provide a knowledge of the foreign country and its people; and to increase the student's knowledge of English words and English grammar and to establish the relationship between English and the foreign language. In addition

to these two cultural aims, the immediate purposes of the first two years' study of a foreign language are: the ability to read books, newspapers, and magazines in the language within the scope of the student's interest and intellectual ability; and such knowledge of the grammar of the language as is demonstrated to be necessary for reading the language with understanding; the ability to pronounce correctly, to understand, and to use the language orally. According to a monograph "Instruction in Foreign Languages," issued by the Federal Office of Education early in 1934, the greatest need is the clarification of aims in the light of conditions in the high school and "the determining of principles of procedure, the organization of content, and the preparation of teaching materials to attain these ends." Studies of the subject indicate a tendency on the part of high schools to emphasize college entrance requirements, an emphasis that often leads to the overcrowding of the course.

Mathematics. Two to four units in Mathematics are now required for admission to the University of North Carolina. For some time the Department of Mathematics has been aware that many of the freshmen were deficient in the fundamentals of this subject, and it did not seem quite fair to place adequately prepared students in the same classes in Mathematics with those students that were deficient in that subject. Accordingly, a simple examination in Mathematics was given to all freshmen in September of 1932. The examination consisted of six problems in Arithmetic, six in Algebra, and six in Geometry. The time allotted for the examination was ninety minutes. The problems were short and simple and did not involve complicated arithmetical or algebraic computations. A copy of that examination follows:

ARITHMETIC

1. Express as a single fraction $\frac{\frac{5}{11}}{\frac{3}{7}}$

2. Express as a single fraction $\frac{91}{110} \times \frac{6}{7}$.

3. Express as a single fraction $1\frac{5}{16} \div \frac{64}{26}$

4. Divide 73.21 by .93 carrying out the answer to two places of decimals.

5. In 1910 the population of a town was 62,400. In 1920 it was 69,800. What was the per cent of increase? In 1930 it was 67,000, what was the per cent of decrease below the 1920 figure?

6. A man wants to obtain $100 from a bank for 60 days at 6% interest but must pay the interest from the amount borrowed. What amount must he borrow in order to have $100 after paying the interest?

ALGEBRA

1. Simplify $\dfrac{1}{x-1}+\dfrac{2}{x+1}$

2. Simplify $\dfrac{\frac{1}{b}+\frac{1}{a}}{ab}$

3. Solve for x and y and check $\begin{aligned} 6x-5y&=3\\ 5x-6y&=8\end{aligned}$

4. Solve for x and check $\dfrac{2}{x}=\dfrac{9}{4}$

5. Find the fourth term of the proportion $3:11=18:x$

6. Solve for x and check. $(x+2)^2=9$

GEOMETRY

1. A point P is 10 inches from the center C of a circle whose radius is 6 inches. What is the length of the tangent from P to the circle?

2. The height of a trapezoid is 6 ft. and the two parallel bases are 12 ft. and 8 ft. What is the area?

3. In two similar triangles ABC and A'B'C', AB=21, BC=18, CA=30, A'B'=7. Find B'C' and C'A'.

4. A circular pool of water 20 yds. in diameter has a walk around it 3 yds. wide. What will it cost to cement the walk at $2 a square yard?

5. Given a rhombus 10 inches on each side and the shorter diagonal 12 inches, find the longer diagonal.

6. Given a triangle whose sides are 6, 8 and 10 inches. Find the length of the median to the side 10 from the opposite vertex.

The results of this examination, taken by 596 members of the freshman class, are set out in Table I and Table II below. The papers were graded by members of the Department of Mathematics on the basis of the number of questions that were correctly solved. The highest possible score was 18 and the lowest was zero. An examination of Table I shows that no student received a score better than 16 and only four students received a socre as high as 16. Eight students were unable to solve correctly a single one of the 18 problems. The median score was 6.99 and the average was 7.2. Table II shows that 52 students solved correctly less than three of the problems. These 52 students were required to take without credit a course in Mathematics the purpose of which was to prepare them to do college work in the subject. This table also shows that 80 of the 596 students failed to solve the first example, that 306 failed to do the second, and that 378 failed to do the third problem in Arithmetic. Only 8.4 per cent solved the last problem in Arithmetic. Only 23.7 per cent of the students solved the first problem and only 12.8 per cent solved the second problem in Algebra. Only 5.7 per cent worked the fourth problem in Geometry.

TABLE I

Frequency of Occurrence of each Score

Score	
18	0
17	0
16	4
15	10
14	12
13	22
12	32
11	36
10	42
9	50
8	62
7	53
6	57
5	68
4	61
3	35
2	22
1	22
0	8
Total	596

TABLE II

Number out of 596 who answered each question correctly and the per cent each is of 596

No. of Question	Frequency of correct answers to each question	Percent of answers correct	No. receiving ½ credit	Percent of whole receiving ½ credit
ARITHMETIC				
1	516	86.6		
2	290	48.7	48	8.1
3	218	36.6	4	.7
4	333	55.9	6	1.1
5	130	21.8	42	7.1
6	50	8.4	18	3.0
ALGEBRA				
1	141	23.7	5	.8
2	76	12.8	1	.2
3	226	37.9	8	1.3
4	348	58.4		
5	404	67.8		
6	173	29.0	33	5.5
GEOMETRY				
1	118	19.8		
2	269	45.1		
3	426	71.3	9	1.5
4	34	5.7	6	1.1
5	140	23.5		
6	42	7.0		

"Viewed not from the standpoint of college entrance at all but from the standpoint of preparation for life, what is the significance of these results?" asked a representative of the Department of Mathematics who discussed the results of this examination.[1] He deplored the consequences that would result when the schools turn out "such a product into public and private life. No doubt those who go to college are the cream off the top, the best of the product of our public schools." The study revealed that many students come from high schools with diplomas but are deficient in the fundamentals of mathematics, lack ordinary skill in its elementary processes, and are unable to apply these skills to common problems. There was even some evidence that the elementary school had been delinquent in the teaching of arithmetic. Those who gave the examination believed that all of the arithmetic problems should have been solved by "any good graduate of our elementary school".

1. Munch, H.F., in The High School Journal, November, 1932.

Mortality and Survival of the Class of 1934. Although the University has had a personnel record of some sort since 1923, kept in the office of the Dean of Students, it was not until the fall of 1930 that, through cooperation with the office of the Registrar and through the purchase of cumulative record cards from the American Council on Education, that really comparable and objective data were accumulated on practically all students admitted to the University. The class of 1934 is the first University class on which a study could be made. This study was begun last spring by an assistant in the office of the Dean of Students who began finding out the total number of individuals and their names who had entered in the fall of 1930. The registration for every succeeding quarter was checked to find out the members of the entering class in 1930 who were enrolled in the University in each of those quarters. This study was brought up-to-date by including the fall quarter of the present year (1933-34), this being, of course, the senior year of the class. It was on the basis of this list that most of the figures presented below have been collected.[1]

In the fall of 1930 the office of the Registrar reported 823 registered freshmen. Of this number 771 took the psychological test. (It seems impossible to get a full attendance at any of the placement tests.) Because there were several men not registered with the freshman class who took the test, the number of students in each quarter or quartile of the class is slightly different. The difference, however, is not large enough to be important. The following tabulation shows the number of those entering in the fall of 1930 who have been registered each quarter since the beginning of the freshman year:

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1. The material on student mortality was prepared through the office of the Dean of Students.

1930-31			1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S	F	W	S
823	747	696	510	451	401	297	279	269	225		

In addition to those listed above as having entered in the fall of 1930 together, there have been additions to the class from previous residents as follows:

1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S
34	29	28	42	43	42	54		

Adding the totals of these it is found that the total enrollment of the class in the University by quarters is as follows, excluding transfers from other institutions:

1930-31			1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S	F	W	S
823	747	696	544	480	429	339	322	311	279		

In addition to former students returning to enter the class there were transfers from other schools as follows:

1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S
94	88	85	119	128	128	106		

The addition of all these figures gives the total size of the class in the University including both its own members, previous students, and transfers as follows:

1930-31			1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S	F	W	S
823	747	696	668	568	514	458	450	439	385		

These figures give the quantitative picture of the University's task in greater detail than it has been seen before. The most startling single aspect of it is the fact that we have here in the University now only 255 of the 823 that we originally admitted, a total of 568 having dropped out and gone somewhere. Nobody at present knows where they have gone. The assistant in the office of the Dean of Students who began the study last spring is now cooperating with the Tennessee Valley Authority in an effort to find out what becomes of people admitted to this institution, both those who stay here and complete their course and also those who do not complete their course. If he can succeed in doing this the picture will be more nearly complete.

A list of the students who entered in the fall of 1930 and who are registered also for the fall of 1933 was studied, the students being grouped according to their score on the psychological test. Group I refers to those in the poorest quarter of the test, Group II to the next poorest, Group III to the next to the best and Group IV to the best. Members of Group IV who are not now in the University were also listed. It would be helpful to follow up this group in order to find out what happened to those students who were so well qualified but did not stay here.

The following table gives the survival rate by fourths of the class:

YEARS	FIRST			SECOND			THIRD			FOURTH
QUARTERS	F	W	S	F	W	S	F	W	S	F
GROUP IV	188	181	175	138	173	127	114	105	107	82
GROUP III	198	190	173	150	141	122	110	102	99	78
GROUP II	196	174	155	118	98	94	77	73	68	57
GROUP I	189	156	130	85	67	53	43	43	38	32
* Total	771	701	633	491	439	396	344	323	313	249
Pct.	100	91	82	64	57	51	45	42	41	32

(Note: GROUP I is the poorest group of the class on the basis of the American Council Test.)

It will be noted that there are nearly three times as many people of Group IV now registered in the University as there are of Group I and that there are twice as many of the upper half of the class as there are of the lower half.

An examination of the figures of survival by groups on a percentage basis shows that of Group I about 17 per cent are now in college, of Group II about 29 per cent, of Group III about 39 per cent and of Group IV about 44 per cent.

An examination of the matter of regular attendance shows that 20 students in Group I, 44 students in Group II, 69 students in Group III, and 62 students in Group IV have so far attended the University ten quarters. The number in Group IV, however, includes students who have joined the class after having been out of the University for a time. The fall quarter of 1933-34 may have been a bit confused on account of the financial difficulties of the students. If this quarter is omitted, it will be seen that those students who have had perfect attendance in the University for three years are as follows: In Group I, there are four students; in Group II there are 17; in Group III there are 16; and in Group IV there are 29.

Regulations of the University may have made many students in Group I ineligible for residence work after two quarters; and a considerable number in the lower levels of Group II and a few in the other two groups were also ineligible. Statistics of ineligibility have not yet been made up, but this is the way the matter appears.

Summer school and correspondence work do not appear in the above figures because of the irregularity of such records and the small number of cases involved. In construing those figures, the fact should be noted that 10 men in Group IV and one man in Group II have already taken their degrees. These 10, added to the 62 of Group IV having perfect attendance for 10 quarters, would raise that to 72 students who had remained in college

steadily. No men in Group I have yet received degrees.

This study of material concerning survival in relation to the psychological test score was extended to the freshman classes of 1923, 1925, and 1927, a total of 2118 cases. The study showed that in the entire group 16.4 per cent of the class graduated on schedule four years from entrance. These percentages were distributed, with regard to standing on the American Council test as follows: the lowest quarter graduated 4.9 per cent on schedule, the next lowest 13.3, the next 19.8, and the top group graduated 27.6 per cent on schedule. It is clear from this that a student in the top fourth of the class on admission here has more than six times the chance of graduation than has a student in the bottom fourth and furthermore that of all students who enter only approximately one out of six graduates on schedule.

In all these figures which concern the American Council test it is safe to assume that this test measures something very nearly identical with academic ability. Continued use of it in more than 100 colleges all over the country for a seven year period, together with the experience of the University of North Carolina and with many special studies made here and elsewhere concerning its relationship with scholastic achievement, show that it is fairly representative of academic ability. In any one case many conditions, such as temporary physical, attitude, distracting surroundings, homesickness, may influence the score; but the total results are large enough to justify the opinion that students in the upper fourth would certainly be desirable people for us to keep in the University. This accordingly raises the question as towhy so many of these people do not stay here through their education.

The preceding figures deal with those students who drop out. Figures concerning students who are forced out are also interesting. The office of the Dean of Students studied the records of 1922-27 involving 3500 freshmen to see what sort of freshmen students were ineligible to return to the University. In this case, tenths instead of fourths of the freshman

class on the basis of the psychological tests were used. The percentage of students in each tenth who failed, regarding the first tenth as the bottom or poorest tenth and the tenth tenth as the best or highest tenth, is listed below:

Tenths	Percentage Failing
10th	1.8
9th	7.0
8th	4.2
7th	13.3
6th	14.1
5th	20.2
4th	23.8
3rd	28
2nd	24.3
1st	20

A glance at the figures shows that there are approximately three times as many failures in the bottom half of the class as there are in the top half. In other words, the top half on the psychological test furnishes approximately three-fourths of those who graduate on schedule and only one-fourth of those who are prohibited by University regulations from returning. The student in the bottom tenth is twenty times as likely to fail as the student in the top tenth.

This condition naturally leads from the question of student mortality to the question: What sort of students are actually received here? Comparing ourselves with other institutions which use the American Council psychological test, we are a little below the national average in student academic ability, half of our students ranking better than the lower third of the national group, whereas two-thirds of our students should so rank. Again, among the institutions cooperating sometime ago in a general culture test, administered to sophomores, the University of North Carolina stood exactly at the average position. The two lists of institutions in these instances are not exactly the same, but both lists are large enough to be fairly representative.

There does not seem to be a great deal of change in the quality of the student body in the University of North Carolina. The distribution of the class that entered in 1928 and the class that entered in 1929 is

almost exactly the same, the mid-point of the two classes being exactly the same in spite of some variation in distribution at the extremes.

In the fall of 1933 the Trabue Test, given to high school seniors in this state in 1927, was used. This made possible a comparison of the academic preparation of the present freshman class with that of the class that entered the University in the fall of 1927. It appears that there was no great change in six years in the qualifications of those people entering this institution. There was very slight difference in favor of the group that entered this fall but so slight as to have no real significance.

The variety of ability among the students here is impressive. This condition makes very important the question: What shall we do for them in terms of the curriculum?

In the fall of 1933 the freshman class made scores on the English Placement Test ranging from 40 to 234; the maximum score was 250. In other words, the best and fastest student in English was more than five times as good as the poorest. In mathematics the scores ranged from 0 to 25. On the test as a whole, the scores ranged from 53 to 175. In general, on the American Council test, it was found that the fastest and most accurate student was more than 30 times as fast and accurate as the poorest student.

It is difficult to see how students so far apart in ability can profit by exactly the same materials and methods of instruction. The Dean of Students reports that there are numerous cases of conscientious but slow students who are frustrated and driven "into what approximates a nervous breakdown" by our requirements; while well prepared students, frequently with a post graduate year at some preparatory school, develop habits of loafing and half-hearted work during a freshman year, because they had done most of that work before they came here. Here is additional evidence that we need to recognize more fully, in our undergraduate work here the fact of individual differences in the students.

There is further variation in the type of student as to whether he is versatile or extremely good at part of the curriculum and extremely poor at the other or extremely poor at all.

For example, H.E.A. in this freshman class made a grade of 25 on the English test, a grade of I on the Mathematics test and a grade of 11 on the general test. Contrast him with H.S.B. who made a grade of 96 on the English test, a grade of 99 on the Mathematics test and a grade of 100 on the general test. Then there is a third type of student, as C.C.M., who made a grade of 19 on English, a grade of 96 on Mathematics and a grade of 72 on the general test.

The way in which these interests and abilities have significance is shown by the findings of Strong at Stanford where students in the Engineering School with high I.Q.'s and low engineering interests were making low grades and students with low I.Q.'s and high engineering interests were making relatively high grades. Of course, the best grades, as one would expect, were made by students with high I.Q.'s and high engineering interests. There seems to be no doubt whatever that interests and aptitudes, which are fairly well stabilized by the age of eighteen, must be taken into consideration in a college course.

This condition leads to two questions: Where do we get our students? and What sort of students do we get? It was possible to collect some information regarding the students who were graduated from representative North Carolina high schools in the spring of 1930 and those students who entered the University of North Carolina in the fall of that year. The senior high school examination records for 1930 in 25 counties, scattered over the State, and representing both rural and urban communities, were examined and the names of the five boys who made the highest scores on the senior high school achievement test were taken in each case. The result of this study seems to indicate that the larger high schools furnished a larger proportion of the pupils

with high scores; that in only two instances did a small school lead a large school in the ability to produce pupils with high scores; and that the schools in the more remote counties of the State furnished pupils with the lower scores. It also appears that in only three of nineteen counties did the pupil with the highest score come to the University; and that only thirty-three of the 125 students whose records were studied came to the University with the class of 1930. Twenty-one of these 33 pupils took the psychological test when they entered. Twelve of these 21 pupils belonged to the highest fourth of the freshman class, on the psychological test; eight belonged to the second highest; one belonged to the second lowest; and none was in the bottom fourth of the class. The figures in this study of 25 counties, set out below, indicate a condition that bears directly upon our policies and practices of admission.

An effort is now being made to discover where the better qualified students who did not enter the University of North Carolina did go and what has happened to them. Through Professor Woofter, arrangements have been made for the University to cooperate with the Tennessee Valley Authority in a study of the subsequent vocational and educational careers of the approximately 3000 students who entered this institution in the fall of 1926, of 1927, of 1928, and of 1929. This study should provide considerable information about those students who failed here and also those who dropped out and perhaps tell something about the relation of their subsequent careers to their standing as students in this institution.

The five highest scores made by boys on the North Carolina high school senior test, spring 1930.

County	School	Pupil	Score	Group (U.N.C.)
Alamance	Burlington	Moore, Chas. Fletcher	124	
	Graham	Smith, Currie Otis	103	
		Ellington, Hillis R.	101	
		Hardee, Aldridge Kirk	101	
	Mebane	Thompson, John Melvin, Jr.	101	4*
Anson	Wadesboro	Atkinson, Hal. W.	127	
		Maynard, Julian Decatur	112	
		Covington, Fred H.	110	
		Barnes, William W.	106	
		Gulledge, William Henry	106	
Buncombe	Asheville	Starnes, Jesse B.	121	
		Hazelman, Herbert R.	113	
		Wheeler, Edward E.	111	4
		Parker, Fred M.	108	4
	Candler	Francis, Joseph S.	115	
Caldwell	Granite Falls	Jenkins, Ernest N.	115	
		Robbins, Robert W.	103	
	Lenoir	Henon, Ulmer H.	109	
	Collettesville	Gragg, Ralph S.	104	
		Glass, Joseph G.	102	
Cherokee	Murphy	Bell, Marshall Cornett	118	
		Martin, Lyle	106	4
		Hall, James Leonard	98	
		Tilson, Samuel Ovid	95	
		Thompson, John William	91	
Chowan	Edenton	Hollowell, Samuel Lee	109	
		Pruden, Jack McM.	98	
		Bunch, John McM.	82	
	Chowan	Modlin, Wilbur R.	98	
		Brinkley, Claude R.	67	

* This means that only one of the students, John Melvin Thompson, came to the University of North Carolina from the three schools in Alamance County whose scores were examined. This student was in Group IV, the best fourth of the students examined from the schools in that county.

County	School	Pupil	Score	Group (U.N.C.)
Craven	New Bern	Dixon, Walter N.	124	
		Chesson, Andrew Long	122	
		Kilburn, Harry	114	
		Simonds, Hubert G.	106	
		Styron, Chas. W.	102	
Cumberland	Fayetteville	Price, Wm.Oliver	125	
		Stecker, Wm.Wallace	122	
		McLeod, James O.	120	
		Stein, Raymond Oscar	119	4
	Stedman	Hall, Joseph Cullen	119	
Davidson	Lexington	Newsom, James Wyatt	124	
		Burkehardt, Belvin C.	123	
		Smith, Everett Foy	123	
		Greer, John Allen	120	
		Sechler, Howard Jerome	118	
Edgecombe	Tarboro	Martin, Ed. Watts	109	
		Pitt, Wm.Colvin	96	
		Clayton, Ed.Lewis	91	4
		Keech, Robt.Stanley	89	
	West Edgecombe	Brake, Robt.Earle	98	
Forsyth	R.J.Reynolds	Diehl, James L.	126	
		Cobb, Whitfield	118	4
		Moon, Dabney Van K.	116	
		Campbell, Clairborne M.	111	
		Jacobson, Israel	109	4
Granville	Oxford	Greenville, Thompson P.	102	
		Usry, Sidney Harmon	95	3
		Jones, Albert John	94	
		Williams, Baldy	94	
		Daniel, Harry	93	
Henderson	Mill's River	Fowler,Randall Wm.	117	
	Hendersonville	Whitehurst, Averette M.	114	
		Moring, George Wm.	108	
		Honeycutt, Allison W.	102	
		Gunter,Samuel Woodson	101	
Lincoln	Lincolnton	Costner, Beverly P.	94	
		Canipe, Jack Edgar	90	
		Beal, Elmer Wilson	85	

County	School	Pupil	Score	Group (U.N.C.)
Lincoln(contd)	Rock Springs	Canipe,Walter Grigg	92	
	North Brook	Avery, Lester	91	
Macon	Franklin	Wilkie, Wm.Howard	115	
		Patton, Charles Robt.	104	
		Young, John Thomas	102	
		Slagle, Richard H.	99	
		Holbrook, John Leonard	97	
Nash	Rocky Mount	Garris, John Marshall	126	
		Barnhill, Maurice Victor	113	4
		Lane, Lewis Patrick	111	
	Nashville	Wheeless, V.George	114	4
		Griffin, Marcus Samuel	111	3
New Hanover	Wilmington	Biggs, Robert Lee	120	
		Hammer, John Levering	115	4
		Merritt, Wm.Worth	114	
		Berkheimer, Walton Pate	113	
		Cromartie, Henry H.	113	
Orange	Chapel Hill	Odum, Eugene	113	3
		Koch, George J.	105	3
		Simmons, William L.	98	3
		Council, Claude D.	83	2
	Efland	Williams, Robert Edward	91	
Pasquotank	Elizabeth City	Evans, Gilbert Russell	108	
		Stevens, Joseph H.	106	
		Lewis, Robt.Emmet	104	
		Sawyer,High	96	3
	Central	Sample, James Alvin	102	
Pitt	Greenville	Dixon, Joseph	127	
		Swain, Joseph D.	113	
		Scouille, Warren C.	110	
		Rivers, Henry Leonard	102	
	Farmville,	Hardy, Harry McK.	103	
Polk	Tryon	Rockhill, William R.	98	4
		Rion, Earl	77	
	Stearnes	Landis, Richard M.	68	
		Hague, Woodrow Lynch	63	
		Thompson, Walden	61	

County	School	Pupil	Score	Group (U.N.C.)
Randolph	Asheboro	Lea,Hurdle, H.	114	
		Tyson, Thos. Eugene	98	
		Moore, Wm.Coleman	94	
	Trinity	Shelton, O.Lynn	104	
		Kennedy, Robt. Cicero	93	
Rowan	Salisbury	Purcell, David Craig	116	
		Cruse, Emmet Eugene	108	
		Wallace, Leo	104	
	Landis	Shue, Paul Alexander	103	
	Spencer	Dorsett, Frank W.	103	3
Wayne	Freemont	Corbin, Wm. Boggs	115	
		Hooks, George Leon	106	
	Goldsboro	Herring, Harvey B.	111	
		Meyers, Samuel S.	111	3
		Taylor, Dan B.	101	
Wilkes	Wilkesboro	Miller, Raymond Alfred	98	
		Pardue, Geter Alton	87	
		Profitt, Hight Moore	83	
	N.Wilkesboro	Shatley, Cody	93	
		Grayson, Buster	89	

The highest possible score in these examinations was 175 and the highest score made was 127 (Wadesboro and Greenville). The lowest score made was 61 by a student in the Stearnes School in Polk County. The highest average county score was 122 and was made by pupils from the schools in Davidson County. The lowest average county score was 73 and was made by pupils from schools in Polk County.

From only three counties, (Cherokee, Orange and Polk) did the pupil with the highest score come at once to the University of North Carolina. Only 21 of the 125 pupils listed came to the University with the class of 1930. Of these 21 twelve belonged to the highest fourth of the freshman class in the fall of 1930 and 8 to the second highest group. One belonged to the second lowest group. A summary of the scores by counties follows:

County	Score Spread	Average Score
Alamance	101-124	106
Anson	106-127	112
Buncombe	115-121	114
Caldwell	102-115	107
Cherokee	91-118	101
Chowan	67-109	91
Craven	102-124	114
Davidson	119-125	122
Edgecombe	98-109	97
Forsyth	109-126	116
Granville	93-102	96
Henderson	101-117	108
Lincoln	91-94	90
Macon	97-115	103

County	Score Spread	Average Score
Nash	111-126	115
New Hanover	113-120	115
Orange	83-113	98
Pasquotank	96-108	103
Pitt	102-127	111
Polk	61-98	73
Randolph	93-114	101
Rowan	103-116	107
Wayne	101-115	109
Wilkes	89-98	90

Statistical division of class

YEARS	FIRST			SECOND			THIRD			FOURTH
QUARTERS	F	W	S	F	W	S	F	W	S	F
GROUP I.	189	156	130	85	67	53	43	43	38	32
GROUP II.	196	174	155	118	98	94	77	73	69	57
GROUP III.	198	190	173	150	141	122	110	102	99	78
GROUP IV.	188	181	175	138	133	127	114	105	107	82
Total	771	701	633	491	439	396	344	323	313	249
Percent	100	91	82	64	57	51	45	42	41	32

Out of the 189 students who entered in Group I, 32 or 17 per cent were in the University in the fall of 1933. Out of the 196 students who entered in Group II, 57 or 29 per cent were in the University in the fall of 1933. Out of the 198 students who entered Group III, 78 or 39 per cent were in the University in the fall of 1933. Out of the 188 students who entered in Group IV, 82 or 44 per cent were in the University in the fall of 1933.

Those who have been in regular attendance:

Number of students in Group I who have attended 10 quarters	20
Number of students in Group II who have attended 10 quarters	44
Number of students in Group III who have attended 10 quarters	69
Number of students in Group IV who have attended 10 quarters	62
	195
Number of students in Group I with perfect attendance for 3 years	4
Number of students in Group II with perfect attendance for 3 years	17
Number of students in Group III with perfect attendance for 3 years	16
Number of students in Group IV with perfect attendance for 3 years	29
	66

Many students in Group I (the poorest group) were ineligible to return after two quarters, and so were many students in the lower levels of Group II and a few in the other two groups. Ten students in Group IV and one in Group II had finished the work for their degrees before the fall quarter of 1933.

Record of class entering, fall quarter, 1930. The following tabulation shows the number registered each quarter from the fall of 1930 to the fall of 1933:

1930-31			1931-32			1932-33			1933-34		
F	W	S	F	W	S	F	W	S	F	W	S
823	747	696	510	451	401	297	279	269	225		
			34	29	28	42	43	42	54		
823	747	696	544	480	429	339	322	311	279		

The following former students have joined this class for one or more quarters:

Total enrollment excluding students who transferred from other institutions:

Report on enrollment by quarters for class entering fall, 1930:

Freshman Year:				**Total**
Fall	823			823
Winter	747			747
Spring	696			696
Sophomore Year:				
Same Students		**Former Students**	**New Students**	**Total**
Fall	540	34	94	668
Winter	451	29	88	568
Spring	401	28	85	514
Junior Year:				
Same Students				
Fall	297	42	119	458
Winter	279	43	128	450
Spring	269	42	128	439
Senior Year:				
Same Students				
Fall	225	54	106	385

Records of the Graduates of three classes. The freshman classes of 1923, 1925, and 1927 have been examined to determine:

1. How many of each class remained steadily in college and graduated on the regular four-year schedule.

2. From what quartile of each class the graduates came.

RESULTS:

NUMBER ENTERING FALL, 1923	QUARTILE (PSY. TEST)	NUMBER GRADUATING JUNE, 1927
164	I (lowest)	12
166	II (next lowest)	21
165	III (third ")	35
164	IV highest	47
Total 659	Entire class	115
Percent of class on regular schedule		17.4%

FALL, 1925	QUARTILE	NUMBER GRADUATING JUNE, 1929
161	I (lowest)	7
162	II (2nd lowest)	25
163	III (3rd lowest)	33
162	IV (highest)	38
Total 648	Entire class	103
Percent of class on regular schedule		15.9%

FALL, 1927	QUARTILE	NUMBER GRADUATING JUNE, 1931
203	I (lowest)	7
204	II (2nd lowest)	25
202	III (3rd lowest)	37
202	IV (highest)	61
Total 811	Entire class	103
Percent of class on regular schedule		16%

SUMMARY FOR THREE CLASSES

Enrollment	Quartile	Graduating on Schedule	Percent &
528	I (lowest)	26	4.9%
532	II (2nd lowest)	71	13.3%
530	III (3rd lowest)	105	19.8%
528	IV (highest)	146	27.6%
Total 2118	Three entire classes	348	16.4%

Poorest Best Quarter

Fall 1930

Winter 1931

Spring 1931

Fall 1931

Winter 1932

Spring 1932

CLASS OF 1934

University of North Carolina

SURVIVALS BY QUARTERS

Fall 1932

Winter 1933

Spring 1933

Fall 1933

American Council Mental Test
September, 1930

Highest Fourth on Test

Second Fourth on Test

Third Fourth on Test

Lowest Fourth on Test

25% 50% 75% 100%

The plan originally proposed at the University of North Carolina appears now to have followed the work of Benjamin Franklin at Philadelphia whose liberal view of education was discussed in Chapter I. The report of the committee on the original curriculum certainly was ahead of the times. Until 1804 there was an elective curriculum which emphasized English and placed Greek upon an elective basis with the subject of French only surpassing it in interest. History, both ancient and modern, was proposed as a part of the program and Astronomy, Chemistry, Botany, and Natural and Moral Philosophy were to be encouraged. A professor in the University of North Carolina, himself a graduate of Princeton, wrote in 1795 as follows about the curriculum at the North Carolina institution:

> The constitution of this college is on a more liberal basis than that of any other in America, and by the amendments which I think it will receive at the next meetings of the trustees its usefulness will probably be much promoted. The notion that true learning consists rather in exercising the reasoning faculties and laying up a store of useful knowledge, than in overloading the memory with words of dead languages is becoming daily more prevalent.

When Joseph Caldwell became president in 1804 he was able to make Latin a required subject and shortly afterwards he made Greek obligatory. The elective system was abandoned and the classical languages became and remained for a long time the heart of the curriculum. In 1837 the requirements for admission were increased and the place of the classics was strengthened and these requirements remained practically unaltered until the Civil War. Moreover, there was meantime an apparent increase in the course requirements in the ancient languages. During the late ante-bellum period almost no freedom was given the student from the classics until the second half of the senior year; and as late as 1854 practically one-half of the student's time was devoted to the classics, while English was taught only three hours

a week for one collegiate year. Orations in Greek and Latin were not uncommon. These were listened to with interest, says Battle in his History of the University of North Carolina, "although understood by few." In 1855 the catalogue declared that: "The Instructors in the Greek, Latin and Mathematical Departments have to complain that the applicants for admission are too often deficient in some part of their preparatory studies. There seems to be a disposition abroad to diminish the very limited amount of reading that is now required in Greek and Latin. There is also a lack of due preparation in the Grammars, Prosody, and construction of these languages, in Grecian and Roman Antiquities, and especially in Ancient and Modern Geography...."

The course of study adopted that year continued practically unchanged until after the Civil War and was crowded with the classics. The faculty refused to allow French to be substituted for Latin or Greek, but in 1858 the seniors were allowed to substitute German. It appears that the approximate distribution of a student's time during his four years at the University of North Carolina around 1860 was as follows: to the languages 60 per cent; to mathematics 18 per cent; to scientific subjects 14 per cent; to all other subjects eight per cent. The time given to languages appears to have been 65 per cent to Latin and Greek and 35 per cent to English, French and German. Irregular students, those who attempted to take what they needed or thought they needed rather than the "regular" course were often objects of ridicule by the regular students. In 1861 the Latin salutatory was omitted but it reappeared the following year. The story of the requirements for admission and for graduation at the University of North Carolina since 1880, set out later on in this chapter, reveals considerable conservatism. Interesting, however, is the fact that the subjects accepted for admission have increased from seven in 1900 to twenty-eight in 1934.

The twenty-eight different high school subjects, listed in the early part of this chapter, and from which students may present units for admission to the University of North Carolina led to an examination of the requirements for admission from 1880 to the present. A brief report of those requirements during this period is given below. An examination was also made of the requirements in English, Mathematics, and Foreign Languages for the degree of bachelor of arts during the same period and a statement of those requirements follows the statement about the admissions requirement. Further, some study was also made of the requirements in English, Mathematics, and Foreign Languages for the degree of bachelor of arts in the twenty-nine members of the Association of American Universities as follows: California, Catholic University, Chicago, Clark, Columbia, Cornell, Harvard, Illinois, Indiana, Iowa, Johns Hopkins, Kansas, McGill, Michigan, Minnesota, Missouri, Nebraska, North Carolina, Northwestern, Ohio State, Pennsylvania, Princeton, Stanford, Texas, Toronto, Virginia, Washington, Wisconsin, and Yale.

This study showed that the University of North Carolina was quite out of line in its degree requirements in English, Mathematics, and Foreign Languages in that its requirements in these subjects were heavier than those in most of the other members of the Association. It was also found that the admission requirements in these subjects were somewhat higher in the University of North Carolina than at some of the other institutions. This condition was brought to the attention of the faculty in the spring of 1934, when that body was considering problems of the curriculum, and both the admission requirements and the requirements for the degree of bachelor of arts in these three subjects were reduced, to go into effect in September, 1935.

Requirements for admission to the University of North Carolina, Chapel Hill, from 1880 to the present, follow here:

1880-1892: Entrance by examination only. For admission to the classical (A.B.) curriculum applicants were examined in Latin(four years coverage), Greek(seemingly a two years coverage), English (four years coverage), and mathematics(arithmetic and algebra, apparently about one year of the latter); for admission to the philosophy (Ph.B.) curriculum, applicants were examined in Latin or Greek, English, and mathematics; for admission to the science(S.B.)curriculum, applicants were examined in English amd arithmetic.

1892-1895: Entrance by examination or on certificate from certain approved high and preparatory schools. Requirements for the classical curriculum continued as before; for the philosophy curriculum Latin was named as a requirement, Greek no longer being allowed; for the science curriculum English and arithmetic, as before.

1895-1896: History(Greece, Rome, and the United States) was added as a requirement for admission to each of the three curricula.

1898-1899: Entrance by examination or certificate, with seemingly no limitation on the high or preparatory school. The right to examine an applicant was reserved, however, if his certificate were not wholly satisfactory. Requirements continued as before.

1900-1901: To the mathematics requirement were added three books of plane geometry. Seven subjects could be offered for entrance; Latin, Greek, English, history, mathematics, physics, and French-German (counting as one subject). Each applicant was required to be prepared in five of the seven subjects. The A.B.curriculum required Latin, Greek, English, history, and

mathematics; the Ph.B.curriculum required mathematics, English, history, Greek or Latin, and one modern language (French or German) or physics; the S.B.curriculum required English, mathematics, history, French or German and physics.

1901-1902: Eight subjects could be offered, counting French and German as two of the eight. Requirements for the three curricula continued as before.

1903-1904: A.B.Requirement continued as before; Ph.B.requirement made physics a needed and not an alternative subject; the S.B.requirement specified French and German and physics, no choice being allowed.

1904-1905: History requirement was divided into two groups: a) United States history and history of Greece and Rome; b) United States history and English history. Either group satisfied the entrance requirement.

1905-1906: A point system, comparable to the unit system, appeared for first time.

1907-1908: Unit system was adopted. Requirements for admission to A.B.and S.B.curricula identiaal. A required subject list and an elective subject list now shown. Required subjects and unit value: English, 3 units; history, 2units; algebra, 1.50 units; plane geometry, 1.00 units; science, 1 unit; foreign language (any language), 2.00 units. Elective units required for a total of 15 for admission.

1908-1909: Slight difference between A.B. and S.B.entrance requirements. A.B.requirements set forth in three groups: 1) Greek and Latin; 2) Latin and French or German; 3)French and German. English, history, mathematics were specified. Solid geometry ($\frac{1}{2}$ unit) was added. The S.B.entrance requirement specified that German must be offered. A total of fourteen rather than fifteen units was needed.

1909-1915: No changes. (The entrance requirements for the School of Education, added in 1913-1914, were the same as for the A.B.3 curriculum.)

1915-1916: For A.B.2 Spanish was added in same basis as French and German; for A.B.3 a student offered two languages from French, German, and Spanish. History requirement reduced to one unit and that American history. Solid geometry as a specified requirement was discontinued.

1918-1918: Fifteen units required for unconditional admission.

1919-1920: School of Commerce established. Spanish added to language list for School of Applied Science. Group plan for A.B. discontinued. Requirements for A.B. as follows: English, 3.00 units; history, 1.00 units; mathematics, 2.50 units; two languages from Greek, Latin, French, German, and Spanish, with 2 units from each of the two except Latin, in which 3.70 units were required. Requirements for S.B.in Commerce were the same as for A.B., except that only 2 units were required in Latin, if Latin were one of the two languages offered.

1920-1921: School of Applied Science: S.B.in Chemistry, in which French, 2.00 units, and German, 2.00 units, were required; prospective engineers; two units in Spanish, French, or German; S.B.in Medicine called for two units in French and two in German; the two-year pre-medical curriculum calledfor two units in one language: Greek, Latin, French, German, Spanish.

1921-1922: The two-year pre-medical curriculum called for two units in French or German.

1922-1923: School of Engineering was established (previously a part of the School of Applied Science). Two units in one language (French, German, Greek, Latin, Spanish, required.

1924-1925: S.B.in Medicine language requirements reduced to

two units, in French or German, if the student carried through for four quarters in one language.

1925-1926: A.B.requirement reduced the Latin to two units. There were no further changes in the admission requirements until April,1934, when the faculty adopted the following requirements:

	Required	Accepted
English	4	4
Foreign Language	2	6
Mathematics	2½	4
History and Social Science*	2	4
Natural Science	1	3

Electives to make fifteen units.

*At least one unit must be in history.

It will be seen that these requirements differ only slightly from those adopted in 1907-8.

The requirements in English, mathematics, and foreign language for the degree of bachelor of arts at the University of North Carolina, Chapel Hill, from 1880 to the present are set out below, stated in semester hours:

1880-1885: First year: Mathematics, 10 s.h.; English, 2 s.h.; Latin, 8 s.h.; Greek, 8 s.h.

Second year: Mathematics, 8 s.h.; Latin, 8 s.h.; Greek, 8 s.h.

Third year: English, 2 s.h.; and 6 s.h. from mathematics, Latin, Greek, French, German, history, and chemistry.

Fourth year: English, 6 s.h.; Essays and orations, 2 s.h.; mechanics and astronomy, 6 s.h. In the third year election of subject matter was permitted to the extent that two subjects from a list of seven were to be chosen. In the fourth year there was no election.

1885-1889: First year: Mathematics, 8 s.h.; Latin, 8 s.h.; Greek, 8 s.h.; English, 4 s.h.

Second year: Mathematics, 8 s.h.; Greek, 8 s.h.; Latin, 8 s.h.; English, 2 s.h.

Third year: English, 2 s.h.; 6 s.h. from Greek, Latin, French or German - all in one.

Fourth year: English, 6 s.h.; essays and orations, 2 s.h.; 6 s.h. from Greek,Latin, French, or German - all in one. In the third year free electives to the extent of 12 s.h. were permitted and in the fourth year 6 s.h. in free electives were allowed.

1890-1891: First year: Mathematics, 8 s.h.; Latin, 8 s.h.; Greek, 8 s.h.; English, 6 s.h.

Second year: Mathematics, 6 s.h.; Greek, 6 s.h.; Latin, 6 s.h.; English, 2 s.h.; 6 s.h. from German, French, or history - all in one.

Third year: English, 4 s.h.; Greek, 4 s.h.

Fourth year: Essays and Orations, 2 s.h. Third year allowed 12 s.h. in free electives; fourth year allowed 19 s.h., - 8 in first term and 11 in second term - in free electives.

1891-1892: Same as for 1890-1891 except as follows: in third year Greek was dropped as a requirement. Third year allowed 16 s.h. free electives and fourth year allowed 18 s.h. in free electives.

1892-1893: Same as for 1891-1892. Third year allowed 14 s.h. in free electives; and fourth year allowed 18 s.h. in free electives.

1893-1894: Same as for 1891-1892. In the third year 14 s.h. in free electives were allowed; and in the fourth year 30 s.h., or the entire schedule were elective, nothing being specifically required.

1894-1895: First year: Mathematics, 8 s.h.; Greek, 8.00 s.h.; Latin, 8 s.h.; English, 6 s.h.

Second year: Mathematics, 8 s.h.; English, 4 s.h.; Greek, 6 s.h. or Latin, 6 s.h.; 6 s.h. in either Greek, Latin, French, or German.

Third year: 6 s.h. from either Greek, Latin, German, French, or English.

Fourth year: Essays and Orations, 2 s.h. Third year allowed 12 s.h. free electives; and fourth year allowed 16 s.h. free electives.

1895-1900: Same as 1894-1895. In the third year 12 s.h. free electives and in the fourth year 12 or 14 s.h. free electives were allowed. In the third year of 1898-99 12 s.h. in free electives were allowed and in the fourth year 6 s.h. free electives were allowed.

1900-1901: Same as for 1895-1900 except that in the fourth year English, as a requirement, was eliminated and only 6 s.h. were required in the fourth year. In the third year 18 s.h. and in the fourth year 24 s.h. as free electives were allowed.

1901-1903: Same as for 1895-1896 for first and second years.
Third year: 6 s.h. from Greek, Latin, German, French, or English.
Fourth year: The major idea is expressed for first time- "9 hours of connected work in one department before graduation." The nine hours were not specified as to field or subject.

1903-1904: The A.B. was divided into A.B.1, A.B.2, A.B.3, and election was so free as to seem aimless.

A.B.1: First year: English, 6 s.h.; mathematics, 8 s.h.; Greek, 8 s.h.; Latin, 8 s.h.

Second year: English, 6 s.h.; 6 s.h. in Greek or Latin; and not more than 12 s.h., out of a possible 18 s.h., in two foreign languages - Greek, Latin, French or German.

Third year: Electives only - 30 s.h.

Fourth year: Electives only - 30 s.h.

A.B.2: First year: English, 6 s.h.; mathematics, 8 s.h.; 8 s.h. in Greek or Latin; 6 s.h. in French or German.

Second year: English, 6 s.h.; and not more than 12 s.h., out of a possible 24 s.h., in two foreign languages.

Third year: Electives only - 30 s.h.

Fourth year: Electives only - 30 s.h.

A.B.3: First year: English, 6 s.h.; mathematics, 8 s.h.; 6 s.h. in German or French.

Second year: English, 6 s.h.; mathematics, 6 s.h.

Third year: Electives only - 30 s.h.

Fourth year: Electives only - 30 s.h.

1904-1905: Same as 1903-1904, for first and second years, A.B.1, 2, 3.

A.B.1: Third year: 6 s.h. from English, Greek, Latin, German, French, Spanish or Italian.

Fourth year: Same as third year.

A.B.2: Third year: 30 s.h. from history, philosophy, economics, and pedagogy.

Fourth year: Same as third year.

A.B.3: Third year: 30 s.h. from mathematics, physics, chemistry, biology, and geology.

Fourth year: same as third year.

1905-1907: Same as 1903-1904 for first and second years, except AB 3 second year.

A.B.1: Third year: 30 s.h. from three groups of subjects, at least 6.s.h. from each grouping.

Fourth year: Same as third year.

A.B.2: Third year: same as A.B.1 third year.

Fourth year: same as A.B.1 third year.

A.B.3: Second year: English, 6 s.h.; mathematics, 6 s.h.; and 6 s.h. from a list which includes German and French.

Third year: same as A.B.1 third year.

Fourth year: same as A.B. 1 third year.

1907-1909:

A.B.1: First year: English, 6 s.h.; mathematics, 8 s.h.; Greek, 8 s.h.; Latin, 8 s.h.

Second year: English, 6 s.h.; Greek or Latin, 6 s.h.; 6 s.h. from Greek, Latin, French, or German.

Third year: 30 s.h. from three groups, at least 6 s.h. from each.

Fourth year: same as third year.

A.B.2: First year: English, 6 s.h.; mathematics, 8 s.h.; Greek or Latin, 6.

Second year: English, 6 s.h.; 12 s.h. from Greek, Latin, German, and French - two out of the four; and mathematics, 6 s.h., or physics, 6 s.h.

Third year: Same as A.B.1 third year.

Fourth year: Same as A.B.1 fourth year.

A.B.3: First year: English, 6 s.h.; mathematics, 8 s.h.; French, 6 s.h.; German, 6 s.h.

Second year: English, 6 s.h.; mathematics, 6 s.h.

Third year: Same as A.B.1 third year.

Fourth year: Same as A.B. 1 fourth year.

1909-1914: Same as 1907-1909, except A.B.2, first year which added French or German, 6 s.h.

1914-1918:

A.B.1-2: Same as 1909-1914, first and second years.

A.B.3 : First year: English, 6 s.h.; mathematics, 8 s.h.; German, 6 s.h.; public speaking, counted as English, 2 s.h.

Second year: English, 6 s.h.; mathematics or German, 6 s.h.; French, 6 s.h.

A.B.1-2-3: Third year: The idea of the major now enters- concentration in a field.

Fourth year: Same as third year, continuation.

1918-1934: First year: English, 3.33 s.h.; mathematics,6.67 s.h.; 13.33 s.h. in two foreign languages- Greek, Latin, French, German, Spanish.

Second year: English, 6.67 s.h.; 6.67 s.h. in two foreign languages - Greek, Latin, French, German, Spanish.

Third year: Same as 1914-1915.

Fourth year: Same as 1914-1915. The quarter system, with the emphasis on courses instead of semester hours, began in 1918-19. The further refinement of s.h.credits may here be seen, a device that must have greatly added to the bookkeeping in the office of the registrar.

Here and there in this report attention has been called to the evils of departmentalism, to the emphasis upon specialization in the undergraduate work, and to the apparent fact that the College of Arts has been forced to surrender to the demands of individualism and utilitarianism that have been sweeping the country. Some of the material presented in the early part of this chapter bears on each of these conditions. An examination of the catalogue makes these conditions appear even more prominent. The absence of "general" courses and the large number of highly specialized courses reveal the strength of departmentalism and vocational emphasis.

The need for more general education seems clear. Courses are needed in the biological, the physical and the social sciences for students who have had little or no work in these fields of learning and who should have an opportunity to gain an insight into them without having to follow the more extended and specialized sequences required of those students who intend to specialize in these fields. Even a casual reading of the catalogue reveals this lack in the University of North Carolina. The word "prerequisites"

appears scores of times in the descriptions of courses.

General courses are not only prominent in Chicago, Minnesota, Columbia and other institutions whose work is discussed briefly in Chapter II but are gaining in importance in many other colleges. The purposes of courses of this kind are to give such practical information about the sciences as is needed for a citizen in the modern world, to cultivate the scientific attitude of mind in those who do not expect to become professionals in the sciences, and to awaken interest in as many students as possible in the impressive machinery of the world and in the major concepts of the sciences. The experience of many colleges is that broad views of the general fields of science can be given in a highly satisfactory manner. Examples, in addition to those already noted, may be found in Botany, Chemistry, Geology, Physics, and Zoology at an increasing number of the colleges of the United States. In striking contrast, courses in the sciences at the University of North Carolina are apparently designed for those few students who may specialize in scientific fields and not for the masses who are in Chapel Hill for relatively short periods. This condition appears in many other departments.

It is clear also that vocational emphasis in the University has grown heavy during the past two decades and that under this emphasis the College of Liberal Arts, as already noted, has been forced to function increasingly as a service agency to the professional or vocational schools. Moreover, the point of view that has dominated the selection, organization, and presentation of subject matter in the college has not been that of general and liberal education but rather of technical and vocational training. The best studies and the best opinion expressed on this matter in recent times indicate that too much vocational specialization

in the undergraduate years is disappointing. The University of North Carolina has been emphasizing the utilitarian promise of education to the neglect of the humanistic ideal, although it is the task of the college to serve the spirits of men and women as well as to deal with their fortunes, as Woodrow Wilson so well said in his inaugural address as President of Princeton.

It appears that much of the work now provided by the University of North Carolina is largely professional and vocational in nature. Many of the courses direct definitely toward vocational ends and in doing so closely limit to vocational implications any general educational applications that might otherwise be present in such courses. Education is or should be concerned with something more than professional or vocational ends. Students who enter and pass through highly specialized courses are to live and function in their communities not only as technicians but as citizens, as members of families and in many other relationships that are not strictly professional or vocational in character but that bear vitally upon social welfare. Those who are charged with the responsibility of the education or training of young people today cannot afford to ignore these facts. Our vocational or technical courses in the University of North Carolina should rest upon a more cultural and general educational basis. The cultural radiations from many of these courses are now very barren.

For the most part our students are preparing for occupations that turn out to be overcrowded or outmoded by the time they are ready to enter upon them. This practice of seeking occupational preparation by which they hope to secure salaried positions is the result of the emphasis placed by parents and students, and encouraged by the colleges and universities, upon the belief that

increased earning capacity naturally comes with a college training no matter how specialized or vocationalized it may be. Economic interests have doubtless tended to becloud the vision of the students, their parents, and the institutions also.

Neither group apparently has taken a long look ahead to the problems these young people must meet after they are out of college,- five, ten, twenty, or forty years later. Young men and women now or recently in college must, in the years ahead, help to direct our social, economic, and political policies, and shape family and community life. And little that they have had or are now getting in college will aid them intelligently and adequately to discharge their duties as parents and effective citizens. Unless the colleges and universities restore the emphasis of education to the place where it belongs and provide for their students a broader and more intelligent general education rather than the narrow and technical training so definitely encouraged in recent years by these institutions, these young people will be no more successful in useful and happy social living than has been the present adult generation and will meet no more wisely their domestic and social responsibilities.

The emphasis that has been placed by our requirements upon foreign languages may be considered wasteful for most of our students. Less work in these languages should be required, but that which is demanded should be taken to the point where the student acquires a creditable reading knowledge of it. Many of our students whose natural endowment and taste make it very difficult if not impossible to profit by these studies are, nevertheless, required to take them in the early part of their college careers. Some of them not only shirk from the language requirements but acquire bad general habits of study and,

surfeited if not disgusted with these studies, prefer to drop out rather than to pursue something which seems to them to promise so little value. Moreover, the requirements in languages crowd out other studies which, it is believed, would be of greater use to these students when they leave college, whether before or after graduation.

The question may seriously be raised whether the entrance requirements demanded in languages are not harmful to the work of the secondary schools which are forced to place emphasis on foreign languages and thus to lessen the opportunity for high school students to prepare more adequately for social living in the communities in which they are likely to live any way. If life is in large part the solution of problems and the making of decisions in cooperative living, any preparation for life must fit one for the intelligent solution of his problems and the problems of his community and to judge more surely and readily on the great issues of life. Although the schools may have been doing their work as effectively as some other social institutions such as the family, the state, and the church, nevertheless, the schools have not been living up to their possibilities. Nor are they now doing so. If men and women are to be called upon after leaving school to help in the solution of social problems, it would seem wise for the schools to enable them to acquire that habit early.

It is entirely probable also that a part of the lack of respect that students have for their schooland early college work is due to the fact that in many cases they are called upon merely to exercise memory and not encouraged to think about real problems. The task of education is to prepare men and women to meet and measure themselves against real responsibilities in the modern

world. The charge, often made by freshmen themselves, that much of our instruction lacks reality and inspiration is not an unjust charge. The deplorable condition is due largely to a want of coordination in the curriculum and to the disconnected way in which fragmentary information is imparted in the various subjects which properly are and should be shown to be parts of one great whole. The undergraduate curriculum must appear to most undergraduates as a picture puzzle rather than a great painting. It would be far better for the student and for society if we should try to show the entire picture to him rather than to flash a light momentarily upon its minute parts.

Under a highly elective curriculum students are compelled to be confused in the face of hundreds of courses (nearly 900 outside of the professional schools) not always properly related. Often they seem definitely un/related. Under present arrangements a student is likely to drift and does in fact often drift from one subject to another by chance, or whim, or only by the opinion or gossip of other students for his guidance; and he is likely to come out of and probably does generally come out of four years in college with a doubtful educational growth, although he has met the institution's formalities by accumulating a certain number of credits and carries away with him a diploma and a degree. Moreover, most of the freshmen and sophomores in the University of North Carolina are placed in courses departmentally designed mainly as preparation for advanced courses in the various departments.

Does the institution now expend too much time and energy in what may be called, for lack of a better phrase, the "coddling" of students? Their absences must be regularly checked up and at strategic periods their deficiencies in course requirements must be ascertained and made known to the students or their parents, or

both. Even seniors often fail to show any sense of responsibility to keep watch on their academic programs. Nor do the students give to these duties the thought and effort which they put interestingly and even enthusiastically into their extra-curricular activities,- athletics, publications, social affairs, and migrations from the campus at weekends. No criticism of such activities is here intended. On the other hand, without them academic life here would be a dismal and dispiriting experience for most of the students. The immense increase in these activities here (as perhaps at other institutions) during the past two decades is not remarkable when we consider that the students are seeking and finding in extra-curricular matters outlets for their interests and needs which our academic offerings do not provide and meet for them. But this cannot be charged up to the students. It must be placed at the door of the faculty. And if it is to be improved, the faculty must elevate the whole tone of intellectual interests among the undergraduates so that they may know the more important from the less important matters of college life and insist that these latter find their appropriate level in the academic scheme of things. But improvement at this vital point can be made only when our undergraduate courses provide more unity, more of a common core of integrated educational experience, and when the elective system here is made to prevent confusion of the students and the necessity for their being treated as children and not as men and women.

It may well be questioned whether teaching, for which schools and colleges are established and presumably are maintained, has not become enslaved to the demands of administration. The large administrative machinery which we now have was set up in

the days of expansion that followed the World War, as pointed out in the early part of this chapter.

Proper administration of education is a creative enterprise, of course, but when it becomes the dominating feature of education it is not likely to improve teaching. The danger of the subordination of teaching to administration may still lurk in our feverish effort to imitate in the management of education methods employed in private industry with its huge capitalization, intricate administrative and supervisory machinery, and its vast armies of employees. In education it has become fashionable to follow closely the methods that private business employs; and mass production and standardization have become almost as characteristic of the American college as of the American factory. Emphasis often seems to be upon volume of output, and some of the other practices of our colleges resemble those of the counting house. Some of the innovations and new plans in college education are in part efforts to emancipate education from the suffocation with which an imitation of the forces of machine industry threatens to stifle it. It is unfortunate that our college life seems unable to escape the monotonous routine of the machine in whose wheels teachers and students appear more and more to revolve. Excessive educational machinery tends to encourage a uniformity of minds and manners that have a metallic ring.

Finally and most important is the teacher, whatever the curriculum or the machinery of administration may be. The primary purpose of the college is to teach the young people who come to it. No other one of the many functions which it undertakes to perform should be allowed to obscure the original and the continuing purpose for which the college was set up and presumably is now maintained. Moreover, the quality of its achievement in teaching

is the best means by which its success is finally tested. Teaching is the soul of the college. And the first obligation of the administration to the students is to develop and maintain a faculty of effective teachers and to improve the conditions of teaching. Even the best teacher needs good conditions in order to do his best teaching. And no matter what innovation or new "plan" of curriculum a college may adopt or devise its ultimate success will depend upon its teachers.[1] Only through effective teaching can real educational progress be made.

The art of teaching is not often revealed in a mere exhibition of technical and pedantic learning. It stands best revealed in the influence of the teacher upon others. In that interesting appraisal of teaching made several years ago by a number of Rhodes Scholars, who were asked to describe their best teachers, appears a characteristic of teaching which we are inclined nowadays to decry as old-fashioned. Some of these young men said that their best teachers were those who seemed to appreciate most fully the difficulties of their students. But all of them were in agreement that inspiration was an indispensable quality of a great teacher.

It is doubtful if any plan of educational reorganization of a college can really be depended upon to improve education in a college without teachers who are personally interested in students as individuals and who can and do invigorate life and interpret, vitalize, illuminate and humanize the accumulated information and knowledge which they are believed to possess. A teacher cannot

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1 See Wilkins, E.H. The Changing College, The University of Chicago Press, 1927.

give that which he does not himself have. The real test of his work is in whether it endures. The college teacher helps to make real educational progress in his institution when he changes his students from irresponsible to responsible beings, arouses them to energetic action for the improvement of themselves and their environment, directs their effort toward consistent, worthy, and noble ends, helps them to form manly, tasteful, and proper habits, and creates within them a thirst for knowledge and for personal excellence. Teaching is the primary business of the college teacher and not his side issue, and his scholarship has larger obligations than those it owes to itself. True, we need the investigator, the research worker, the technical scholar just as we need auditors and accountants in business and engineers and consulting architects. And the Southern States need research, - more and more research; esteem for it cannot be too high both for itself and as a stimulus to teaching. Research has played and will continue to play a large and important part in the educational life of this region. Its value has been proved. Most of our students come from homes of few or no books, indifferent habits of reading and careless habits of speech. The college youth of the South need now, probably more than at any time in the past, teachers who can interpret, stimulate, energize, and inspire them.

Freshmen, especially in this part of the country, need lively teachers who have a passion for divesting knowledge of its abstract and professional character. They do not need teachers whose vows to scholarship may obscure the needs of the students. But the average college teacher of freshmen must remain loyal to scholarship; though it slay him and his students yet must he trust it. He is not encouraged to humanize his knowledge so as to emancipate it from the suspicions with which it is often beset.

It seems a great pity that we can even ask whether a scholar of eminence can be a great teacher or a great teacher can be a great scholar.

The preparation of a young college teacher should not end with the formalities of our graduate system of instruction, as is often the practice. It should continue especially during the early years of his work with freshmen and sophomores to whose instruction he is now generally assigned. The graduate system of scholarship in the United States may account in part for some of the unsatisfactory conditions that generally surround the teaching of undergraduates in the first two years. The training of the teachers of these young people is usually largely in research, which is the primary aim of the graduate school. Its task is to develop investigators and productive scholars and not teachers. We should not expect all the products of our present graduate system to be spirited teachers of undergraduates, although we know that the dissertation marks for most of them the end rather than the beginning of productive scholarship.

Schoolmasters and college professors in the old days were often policemen and detectives. There was an absence of friendliness between them and the students, little feeling that both were associated for the pursuit of knowledge. But within the past three decades teachers have become more intelligent at this point and education, therefore, has become more effective. There has been a remarkable change in the attitude of the teacher toward his students. Moreover, the curriculum has been modernized and enriched for their benefit. The requirements in foreign languages and in mathematics have been reduced and other subjects have been given prominent places in the curriculum. In the best places in this country today teachers are considered "physicians of the mind, whose duty it is to discover

differences in personality and make allowances for them."

Most of our students in the University of North Carolina are plainly to become average citizens in this and other commonwealths, but some of our practices in dealing with them are antiquated. When a student appears deficient in a subject the responsibility of the institution is to discover why he is failing and not to kick him out or crush his spirit with regulations and restrictions. He should be examined and studied as carefully as would be the case if he had placed himself in the hands of a physician. Moreover, education is now considered a continuous process from birth to death. It is more than passing grades in a series of fragmentary and unrelated courses.

"What can a teacher accomplish?" asks Headmaster Claude M. Fuess, of Phillips Academy at Andover.[1] "He can encourage logic, arouse intellectual curiosity, inculcate the habit of weighing evidence, and foster a hatred for prejudice and bigotry. This the right kind of schoolmaster can do. And ultimately, in every discussion of this topic, we return, not to equipment or curriculums or policies, but to the personality of the teacher. If he himself has sympathy, fairness, tact, intelligence, tolerance, and a sense of humor, he can become a guide to life and leave his stamp upon a younger generation. In the hands of such a leader, education becomes what it ought to be -- not just a job, but a fine art."

In the concluding chapter are set out a few brief suggestions for improving education in the University of North Carolina. These

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1 "The New Spirit in Education," in the Atlantic, June, 1934.

suggestions are made in the light of conditions here and of the improvements that have been made in the work of the few institutions studied during the past year.

Chapter IV

Some Suggestions for the University of North Carolina

It is doubtful whether the University of North Carolina should undertake to imitate any of the new college plans discussed or referred to in this report. But certain features of some of those plans could be adapted to advantage by this institution. A few suggestions, drawn from observation and study during the past fifteen months, for improving undergraduate instruction here are set out in the following pages.

The High Schools and the University. We should use energetic efforts to make the break from high school to college less disruptive than it is at present. The articulation of high school and college work could be greatly improved through the cooperative efforts of the schools, the University, and the State Department of Education. More intimate contacts with the schools than heretofore established could well be cultivated by the University. Systematic visits to the high schools by responsible and sympathetic representatives of the University for the purpose of gaining a better acquaintance with the work of the high schools and their students should prove very fruitful. For through this means the University and its opportunities could be interpreted to the high schools.

But mere solicitation of students is not sufficient. Conferences and correspondence with principals and with students in their senior work of the high schools and also in their junior year, if possible, would serve to prepare the students more effectively for the work they may wish to do in the University. Certainly more effective guidance of high school students for college work could be provided by this kind of plan. Such contacts

would also serve to stimulate high school students to try to prepare themselves whenever possible, for advanced work in the University in such subjects as English, Foreign Languages, and Mathematics in which, it is believed by some high school people and some members of the faculty of the University, the requirements are high. Explicit assurance to high school students that, if their work is done well, they can count upon admission to advanced work, would stimulate both the high schools and their students to improve the quality of their work. Moreover, such an opportunity would give significant intellectual vitality to the first year's work of such students in college, which is now largely a repetition of high school work and offers few intellectual adventures for freshmen. This opportunity would help to remove the complaint often heard among freshmen in Chapel Hill that their first college year lacks expected interest and stimulation. As intimated elsewhere in this report, it is highly probable that the mortality among the freshmen is due in part to the materials and methods of instruction with which they are confronted.

The need for stimulating, encouraging, and guiding the work of the high schools more definitely than now is glaring in North Carolina; and responsibility for this kind of educational assistance can no longer be escaped safely by the University. It cannot, of course, provide such assistance as adequately as can an institution of ample facilities for such a service. But resources for a modest beginning are already at hand. The University and the State Department of Education could each help the other and in turn the high schools of the State. Vital contacts with the high schools could be made by the academic officers of the University acting as an advisory council for such work. Special services

could well be performed also by the various departments of the University whose subjects are regularly taught in the high schools. The Department of English could help the high school teachers of English, that of Mathematics the high school teachers of that subject, and so on. Besides, attached to the Department of Education in the University are six specialists in the teaching of high school subjects (English, Mathematics, Latin, French, Science, and History) to whom the North Carolina high school teachers of those subjects should be encouraged to turn for advice and guidance. The High School Journal could be more fully employed than at present in this sort of service to the high schools. In short, the potential public educational resources of North Carolina are far from depleted; the pressing need is to unify, vitalize, and use them intelligently and cooperatively to build and advance in this State a significant public educational program.

Intelligent and Sympathetic Admissions Office. The office of admissions holds a strategic place in the educational progress of the University. The direction of higher educational progress in recent years has been definitely away from the quantitative features and toward higher quality of work and greater attention to the individual student. One of the first evidences of this progress has appeared in the changes that have taken place in the admission requirements, the administration of which is one of the important functions of the office of admissions. A second evidence of educational progress in which the office of admissions is vitally concerned is the increased interest in the analysis of the abilities of students and a study of all conditions that affect their achievement. Out of this new interest old record systems have been found inadequate for holding the more accurate and detailed

information about students and new record forms have been developed and are now in general use. These new forms provide a far greater range of information about the student than ever before: age, high school record, rank in high school class, examinations at entrance, subject matter tests, psychological tests, personality measures, curricular interests, vocational interests, reading interests, physical condition, medical record, high school activities, activities outside of school, disciplinary record, occupation of parents, education of parents, religious activities, college marks and college honors, and numerous miscellaneous facts designed to furnish the administration and faculty with information adequate to the proper guidance of the student. Only on such information can useful advisory programs be followed.

As important as are the bookkeeping, the accounting, and the record-keeping features of the office of Admissions and Registrar, these clerical aspects of that work are likely to become less and less important. As time goes on and improvements are made this office will become one of increasingly valuable educational functions, that is, functions in developing and advancing education. There is probably no college office here or elsewhere that has wider opportunity to study and to advance education on really high and practical levels. But its work needs increasingly to be formed into more fruitful activity. And as course credits and grades become less and less important in the educational process, as these are likely to become, the bookkeeping function of the office, as important as this may be, is likely to give way to more important functions. In the future the admissions officer will be required, in the nature of the case, to become a real educational leader and to keep informed about the best that is being done in higher education.

The duties of his office will then be less clerical and more educationally constructive.

Orientation Course. We should try to improve the work now undertaken during the few days of "Freshman Week" by enlarging its actigities into a real orientation course. Perhaps this course should extend over the Fall Quarter and be required of all freshmen. It should consist of thoughtfully conceived and carefully prepared lectures by authorities and specialists in the University, and by others who may be brought in, on the history and traditions of the University, the best means by which the students can adjust themselves to life in Chapel Hill, and on any other subjects directly touching their needs and interests.

Administration. If possible, the administrative machinery of the University should be simplified so that the fullest possible time of the teaching staff may be released for teaching and research duties.[1] Numerous meetings of boards and committees now absorb a considerable amount of the time of many members of the faculty and seem sometimes to make for duplication of effort and delayed action. Often, also, these boards and committees deal with minor matters that could be handled promptly, directly and safely by the deans or heads of departments, and without jeopardizing democracy in the life of the institution or negating the right of the faculty to participate in the making of its educational policies.

The Improvement of Teaching. If the main purpose of the school or college is to provide students with intellectual adventures, to stimulate their curiosity and interests, and to increase their sense of social responsibility, the institution should

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1 See pages 119,120.

devote more attention to the important task of making its intellectual appeal more attractive to students. This can be accomplished if certain conditions under which undergraduate instruction here now seems handicapped are improved or removed entirely.

It seems necessary for us to place a greater emphasis upon effective teaching of undergraduates and especially of the Freshmen and Sophomores. We should make a re-assessment of the relative importance of teaching effectiveness and of research skill; assure appropriate rewards for teachers of proved excellence; give more attention to the work of the inexperienced men who join the teaching staff; increase, if possible, the attractiveness of college teaching in an attempt to recruit more effective people into that field.

We should give increased attention and study to the needs and interests of the students, especially the Freshmen and Sophomores, with a view to fitting their work more closely to those needs and interests; and provide the students with such guidance in their work as will give them a progressively increasing sense of responsibility. We should give increased attention and study to the purposes of our undergraduate work and provide opportunity for those members of the faculty who teach undergraduates, especially Freshmen and Sophomores, to consider and discuss those purposes.

The Evils of Departmentalism. We should remove as promptly as possible the barriers of departmentalism which appear to breed many suspicions and fears and often to subordinate the needs and interests of the students to the aspirations or ambitions of vested departmental interests. We should give to the curriculum more coherence and integration by introducing into the Freshmen

and Sophomore years courses of a more general educational nature than are now provided. Departmental aspirations or ambitions stand revealed, in many cases, in the catalogue descriptions of courses. Moreover, those descriptions seem to indicate that our work is designed largely for the making of specialists in the various fields rather than for the general student.

More General Education. In April of 1934, when changes were made in the entrance requirements as noted on page 182, the faculty approved a system of placement tests in English, mathematics, and foreign languages for the purpose of determining the fitness of students for advanced standing in these subjects. Approval was also given to a reorganization of the work in the freshman year and the sophomore year. Under the plan adopted the program for the freshman year will consist of English, three hours a week throughout the year; a modern foreign language, three hours a week throughout the year; mathematics or a classical language, three hours a week throughout the year; a general course in the biological sciences, three hours a week throughout the year; and a general course in the social sciences, three hours a week throughout the year. Opportunity will be provided, however, for students to meet the requirements in English, foreign languages, and in mathematics or a classical language by examinations.

The program for the sophomore year is English, three hours a week throughout the year; a foreign language, three hours a week throughout the year; social science, three hours a week throughout the year; natural science or mathematics, three hours a week throughout the year; and an elective, three hours a week throughout the year. Two committees have been at work since the summer of 1934 on the proposed general courses in the social sciences and the biological sciences, to be put in operation in the fall of 1935.

About 1920-21 a committee was appointed by President Chase to consider a general course in the biological sciences for the freshman class. Considerable work was done on the proposal but the faculty never adopted the course. It may be of interest to set out here the statement prepared at that time:

General Freshman Course in Biology(proposed in 1920-21)

In the opinion of the Committee, the success of such a course will depend almost entirely on the personality of the man in charge. He must be a scholar, and, if possible, a productive scholar, but at the same time it is of primary importance that he be a teacher of eminent ability. When such a man is found it is obvious that the selection and organization of the subject matter should be left very largely to him, and the Committee can only outline in a general way the purpose and content of the course.

Purpose. We take it to be evident that he is a poorly educated man who is ignorant of Biology in its relations to the origin, development, health and economic welfare of the race:- its fundamental influence on all vital scholarship in the world today. It is not supposed that any course for freshmen can supply them with very much knowledge, but it is hoped that a sensibly organized course will give them some essential facts and a new and more enlightened point of view that will be reflected in their health, their thought, their reading and their citizenship.

Content. As said before, all detail in the organization of the course must be left to the professor in charge, but the Committee proposes the following tentative outline as a suitable basis for the course:

1st Quarter. Biology in its relation to production: (a) domestic animals and plants,- their origin, use and influence on the history, civilization and distribution of man. The improvement of animals and plants under domestication, by selection, hybridization, etc., for greater yield, better quality, resistance to disease, and development of new qualities to meet demands not yet supplied. (b) Wild life. Importance(economic and esthetic); preservation and encouragement, a few selected examples for closer study of their life and structure, as (suggested) oyster, house-fly, salmon, seal, whale, reindeer and caribou, elephant, buffalo and its hybrid with cattle(catalo), sea fowl (nitrate production); sequoia, pine, rubber tree, quinine tree, etc. An introduction to the problems of forestry.

2nd Quarter. Biology (a) in relation to hygiene, public health and eugenics, with special emphasis on the lives and works of the great founders of modern preventive medicine and eugenics-- as Pasteur, Lister, Koch, Reed and Lasea, Galton, etc. (b) Diseases of plants and animals; their prevention or control.

3rd Quarter. (a) Fundamentals of biology: protoplasm, the cell, nourishment, growth, reproduction, death, as illustrated in the study of a few typical plants and animals (one hour for each creature); as amoeba, spirogyra, hydra, a mushroom, a frog(circulation of the blood shown by lantern), fern, mammal, a flowering plant. (b) Evolution: Theory and proofs: heredity, variation, mutation, natural selection: work of Lamarck, Darwin, Mendel, deVries, Castle, Morgan, Bateson, etc. (c) Evolution of man in particular: prehistoric man: higher apes. (d) Influence of science on the progress of civilization.

The committee is convinced that such a course will prove a success only if it be entrusted to a strong man who shall make it his sole interest. A cooperative plan will not succeed chiefly, because it makes the course the business of no one in particular. There should be organized a special department responsible for the course, headed by a well-equipped professor whose career will depend upon the conduct and character of the work, and assisted by such instructors as may be needed to teach a group of some 600 men. It may be possible and proper to call upon existing departments to give special lectures, but the responsibility of the undertaking cannot be divided among several departments.

Physical Education. We should consider the development, as soon as possible, of a real course in physical education to be placed on equality with other subjects and to be required of all freshmen. Such a course should not be regarded merely as a means of training the body but as a vital educational force designed to contribute to the health of both body and mind. In providing such a course we would profit by the experience of Dartmouth College.[2]

Breadth and Depth. Action by the faculty in April,1934, on admission requirements, the degree requirements in languages and

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2 See pages 47,48.

mathematics, and the plan for two general courses means that the University of North Carolina is now preparing to make a distinction between the first two years and the second two years of undergraduate work. In the first two years emphasis is to be more than formerly upon breadth and away from specialization. If the work in the upper two years is to be done less through departments and more through divisions, as is now proposed, the emphasis upon the work in the junior and senior years will be upon depth and toward concentration. Under the proposed reorganization the completion of the requirements of the first two years will be measured by comprehensive examinations so designed as to reveal the educational attainment of the students in the minimum essentials of factual information and in an introduction to the methods of thought and work in the subjects studied in the first two years.

The Place of Examinations. If the proposed reorganization now being debated by the faculty is properly established, we must develop examinations very different from those now in practice here. Moreover, in time we may have to discontinue the present emphasis upon marks that are now given at the end of each course and that count for almost anything, and state our requirements in different terms. As means of measuring the completion of the requirements for the first two years and for purposes of classifying and directing students into the upper two years, the examinations must be intelligently designed. They may include any kind of tests, investigations, problems, or creative work by which the abilities and the performances of the students may be measured. Provision should also be made for a periodic, perhaps monthly, report by the instructor on each of his students, a statement setting forth his observation of the student's habits, health, character, personality

and any traits or qualities which, in the opinion of the instructor, may influence the effectiveness of the student's work. By these means a student's past achievements and present interests can be measured more nearly accurately and his future needs can be more nearly determined than at present.

In order to enter an upper division each student should be required to demonstrate that he has developed acceptable and reliable habits of writing, to be revealed by appropriate English composition achievement tests and by the written examinations in all his subjects. The English composition achievement tests, administered by a competent board of examiners, and open to any student who desires to ascertain whether he has acquired the habit of writing good English, should be given at least three times a year.

It will be necessary to provide for a board of examiners to prepare and administer the examinations. This should be a faculty board and responsible to the faculty. In this undertaking we can profit by the experiences of Chicago and of Minnesota. At each of these places significant improvement in the quality of examinations has been made in recent years. Examinations made and graded in the manner here suggested should enable us to hold instruction more closely than how to the aims and objectives of the courses and also to measure the quality of our teaching. And if we should ever develop a definite policy of promotion and salary increase on the basis of superior teaching ability, an improved plan of examination would provide us with a means of encouraging and rewarding instructors for improvement in the quality of their instruction.

Special Program. We could well consider making better provision than is now made here for those students who are not

expecting nor are expected to spend much time in college. Such provision could be made by a program that would vary from the conventional requirements. From the experience of the General College of the University of Minnesota there may be useful suggestions for us. The students to be served by this special program would include:

Those worthy students who, for financial or other reasons, have only a limited time to devote to a college education and whose needs and abilities can be met better by a special program; those worthy students who show during their initial college experience that they probably cannot profit by the standard curricula of the institution; those worthy students who do not satisfactorily and fully meet the quality and quantity requirements of the standard program of the first two years; those mature students who presumably could profit by study here but who may not fully meet the University's technical requirements for admission because of lack of preparation in certain subjects.

A special program for these students would not invalidate the entrance requirements of the institution nor would it modify the requirements for degrees. The program for each student would be made with reference to his needs and abilities. The purpose would be to rescue and arouse as many of these students as possible and to enable those who can do so to carry on with the standard program of the institution.

It is believed that a special program for these students would result in benefits to many whose needs and abilities are not now well served by our standard program and who are lost to the institution. Besides providing for them more definitely than at present, the plan would save time and money for them, for their parents, and for the State. The plan would enable the University

to recognize more distinctly than now the facts, demonstrated by competent studies of higher education and by experience, that students do differ in needs and abilities and that not all students can profit by undertaking the same college tasks at the same pace or by the same methods. It should enable the University to meet more nearly its obligation to provide the fullest and richest educational experience possible for every student, after a careful examination of his needs and abilities. And the plan should enable the institution to spread its advantages to all students, to the worthy but slow and unambitious as well as to the able and ambitious.

Whatever the educational changes considered and undertaken in the undergraduate work of the University of North Carolina, we should be warned against expecting reforms to be worked only by changes in organization and administration. More than mere change in our administrative machinery is needed. Clearly one of our pressing problems is to gain a better understanding of the needs and the abilities of our individual students. It is imperative also for us to provide our students, especially in the first two years of the undergraduate work, with opportunities in more vital materials of instruction. We should also provide for more spirited instruction for all undergraduates. And it seems clear that there is need for a shift in emphasis here from administrative routine to effective teaching for all students.

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Social Science Course

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

June 6, 1935

Mr. Leo M. Favrot
General Education Board
Grace-American Building
Richmond, Virginia

My dear Mr. Favrot:

The enclosed memorandum from the representatives of the committees setting up the general course in the Social Sciences for freshmen speaks for itself. I wish enthusiastically to endorse this request to you and through you to the General Education Board for an appropriation of six thousand dollars ($6,000) as an immediate capital outlay for the purchase of materials of instruction, special books, journals, mimeographed syllabi and handbooks of instruction for this course in the General Social Sciences.

In spite of the stringent financial situation of our state, the legislature just adjourned made provision for this new course. An annual fee will keep the reading room provided with adequate books and other materials as the needs develop from year to year. A vital need unprovided for is this capital investment of six thousand dollars needed for books and materials with which to begin the course.

The memorandum makes this clear. I send it for your consideration.

With best wishes, I am

Faithfully yours,

Frank P. Graham

Frank P. Graham
President

FPG/l

JUN 28 1935

NC-81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

May 30, 1935

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

Dear President Graham:

As representatives of the various committees which have been engaged in revising our educational organization and curriculum, we wish to bring to your attention the present status of the general course in the Social Sciences for freshmen, to be begun at the opening in September, 1935.

As you know, this course and the general course in the Biological Sciences for freshmen have grown out of studies which have been carried on during the past three years. The first study, concerning the University as a whole, was made during the school year 1932-1933 and out of it grew some definite recommendations for the improvement of the educational life of the institution. Among those recommendations was one urging the provision of a broader type of education for the first two years of undergraduate work; it was specifically recommended that general courses in the Social Sciences and in the Biological Sciences be provided for our first year students. The first of these courses is now in form and will be in charge of carefully selected members of our teaching staff from the departments of Economics, Sociology, History and Political Science chosen specifically for their effectiveness and interest in teaching at this level. The course in the Biological Sciences has not proceeded to the same point but it shows promise of satisfactory development in the near future.

In making provision for these courses the general faculty and the Advisory Committee of the faculty have held numerous meetings during the past two years. Following the adoption of the plan by the general faculty smaller committees began work more than a year ago to put the courses in form. These committees have performed for the University a highly creditable educational service. An unusual spirit of cooperation among the departments who are responsible for the general course in the Social Sciences has been revealed. We have observed the work of these committees with deep interest and have seen the significance of studies of this sort for the educational life of the University. It should also be said that the discussions during the past three years in the A dvisory Committee and in the general faculty have already served an educational purpose which could not have been realized without these studies and discussions. We think that it is safely within the limits of the facts to say that departmentalism, which was very vigorous three years ago, is less prevalent now. We believe that the faculty as a whole and the departments involved in these general courses have come to look upon the educational task of the University as designed primarily for the students rather than for departmental interests. We think that a very fine educational service has already been performed by these studies and the value of these general courses appears more and more evident as they develop.

The interest in these new ventures has not been restricted to the general faculty and the special committees but a wide public interest has appeared in what we are planning to do. This interest was clearly revealed, as you so well know, in the recent legislature during the discussion in the joint

appropriations committee and even more in the debates on the floor. In your request to the Budget Commission you had included a new sum to provide a teaching staff for these two general courses. We think it is very significant that this new sum of money, requested for the University at a time when new items of expense were not looked upon favorably by the legislature, should have run the whole gamut of fiscal scrutiny and remained in the appropriation for the University. The fact that financial support for the new courses is now a fixed policy of the University heartens those of us who have been concerned about the fortunes of this improved feature of our educational work. But your committee is disturbed about one point. Although we have new funds for the teaching staff in these courses, there is no provision for adequate materials of instruction, upon which the success of such a course largely depends. This is particularly true of the general course in the Social Sciences where no satisfactory body of material is available in textbook form. To provide a library collection of books and current materials adequate for six or seven hundred freshmen requires a considerable capital outlay.

The plan of the course, a detailed statement of which we can send you if you think it would be useful, calls for small sections of twenty-five or fewer freshmen meeting three times a week throughout the year with frequent individual conferences. In addition to the systematic work in these sections it is planned to have occasional general meetings of the entire freshman class for special lectures and demonstrations. A very useful part of the plan for the conduct of these courses calls for weekly conferences and discussions by the teachers of the various sections. Another useful feature of the course appears in provision in the general library of a special reading room for the freshmen.

The committee which has planned the general course in the Social Sciences has drawn upon the best experience to be found in such courses in this country. Last summer many people who were competent to advise the committee came to Chapel Hill for a week and held conferences with the members of the committee. This very useful service, as you know, was made possible by a grant from the General Education Board.

Our greatest need now is for materials of instruction, specifically books, journals and much mimeographed syllabi and handbooks of instruction. Provision for this part of the work calls for an immediate capital outlay of $6,000, which is not available in the current University appropriation. This figure is based upon a most careful computation and estimate on the books and other materials needed. For example, we shall need about one hundred copies each of a dozen or more different books which are to be used for prescribed reading for all students. We shall also need several copies of other books for optional reading. Once the reading room is stocked with adequate books and other materials, we shall be able to provide for the replacement and maintenance of the collection by a small student fee. This fee, with the $6,000 immediately required, will provide a revolving fund for the continued development of the course once it is safely started.

Finally, those of us who have worked on the course are convinced that it should constantly improve under the experience of a corps of competent instructors with adequate facilities. Certainly we have made a promising beginning. The faculty has shown a will to bring our program of instruction abreast of current needs in a complex civilization; the State has shown its faith by providing under narrow revenue margins a sum which promises its

continuance. The departments in the Social Science field have manifested a refreshing and reassuring spirit of cooperation. A staff of effective and enthusiastic instructors is being organized. We are encouraged to believe that the venture moves from promise toward larger and larger fulfillment.

Very sincerely yours,

D. D. Carroll

L. C. MacKinney

Edgar W. Knight

NC-81.3
Social Science Courses

JUN 28 1935

MEMORANDUM OF CONFERENCE: President Graham, Dr. Edgar Knight of North Carolina and LMF.

Re: Need of books and materials for the new general Social Science Courses organized at the University of North Carolina.

President Graham stated that five heads of departments of Social Sciences at his Institution had cooperated heartily in the organization of the new courses in the Social Sciences for college students. It appears that all freshmen will be required to take these courses. Additional personnel will be needed for instruction as the class size is to be held to 26 students. Dr. Graham presented the need to the State Legislature, and additional provision was made in the budget for the new personnel required.

It was stated that in order to put these courses into effect, several different books would be required and it was felt inadvisable to have students purchase textbooks. In lieu of this, it is desired to have students pay an annual fee to help to provide material for this course. It is believedthat this fee will not suffice for the first year to finance the purchase of all materials of instruction needed, but that in subsequent years there will be no difficulty in maintaining the collection and adding new material.

President Graham inquired whether the Board would consider an appropriation of $6,000 for the purchase of this material. LMF replied that the request would be given sympathetic consideration but that it would have to be sent promptly as the final meeting for the current session of the Executive Committee would be held in June.

Leo M. Favrot.

L.M.F.

LMF:G
June 8, 1935

FORM 634

G.J.B.	Mail	
AGP		
MPA	JUL -3 35	

JUN 28 1935

NC-81.3
Social Science Course

June 28, 1935.

My dear President Graham:

At the meeting of the Executive Committee of the General Education Board held June 21, 1935, the officers presented your letter of June 8th requesting $6,000 for the purchase of instructional materials to initiate the reorganized course in the general social sciences for first-year students at the University and institutions under its control. It gives me pleasure to inform you that the Committee authorized the executive officers in their discretion to commit the Board to a grant to the University of North Carolina of $6,000, or as much thereof as may be necessary, for this purpose, the grant to be available until December 31, 1936.

When you are ready to make purchases under this grant, please advise us and the officers will arrange for payments in such manner as may be most convenient to the University.

In reporting this action of the Executive Committee, I am instructed to inform you that it was taken with the understanding that this was the final grant of the Board toward the reorganization project of the University.

Sincerely yours,

W. W. BRIERLEY

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

WWB/GMC

C/C to J.D. & L.M.F.

NC-P1.3
Social Science Course

JUL 15 1935

Files

G.E.B. 35-010
July 11, 1935

I-2865 UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, NORTH CAROLINA

At the meeting of the Executive Committee on June 21, 1935, an appropriation was authorized to the University of North Carolina of $6,000, or as much thereof as may be needed, for instructional materials for use in the reorganized course in general social sciences at the University and institutions under its control, the appropriation to terminate December 31, 1936.

In a letter dated July 6, 1935, Mr. R. B. Downs, Librarian, on behalf of President Graham, states that the University is now ready to make purchases under this grant, and requests that the Board release the $6,000 appropriated.

The executive officers hereby release to the University of North Carolina, Chapel, Hill, North Carolina, the sum of $6,000, or as much thereof as may be needed, for the purchase of instructional materials to initiate the reorganized course in the general social sciences at the University and institutions under its control.

Approved: _____
Acting Assistant Secretary

David H. Stevens
Vice-President

AWA:GW

FORM 634

GJB	7/13 Mail	
AGA		
HSH		
CWW MPK		

NC 81.3
Social Science Course

351125

July 12, 1956.

My dear President Graham:

Consideration has been given by the officers to the request presented on your behalf by Mr. Robert B. Downs. I have the honor to inform you that the executive officers have released to the University of North Carolina, Chapel Hill, North Carolina, the sum of $6,000, or as much thereof as may be needed, for the purchase of instructional materials to initiate the reorganized course in the general social sciences at the University and institutions under its control.

Our Auditor will arrange to forward at an early date a working capital fund of $2,000, which will be reimbursed from time to time upon receipt of a signed statement listing the expenditures in detail. Any balance remaining unexpended as of December 31, 1956 is to revert to the Board. At Mr. Downs' request, the remittance of $2,000 will be sent to Mr. L. B. Rogerson, Assistant Controller of the University.

Very truly yours,

W. W. BRIERLEY

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

WWB/CMC

C/C to J.D. & L.M.F.

NC 81.3

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE LIBRARY
ROBERT B. DOWNS, LIBRARIAN

July 6, 1935

Grant to be released

WWB	JUL -8 '35	WWB
GJB	JUL -8 '35	GJB
AGP		AGP
HSK		HSK

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York City

Dear Mr. Brierley:

On behalf of President Graham, I should like to notify you that we are now ready to make purchases under the General Education Board grant of $6,000 for instructional materials in the new social science course for first year students at the University.

May I suggest that the amount of this grant be sent to Mr. L. B. Rogerson, Assistant Controller, University of North Carolina, Chapel Hill, who will handle all requisitions from the fund.

We are grateful for your assistance and interest.

Sincerely yours,

R. B. Downs

Librarian.

I 286.1
I H9

351125

NC-81.3
Social Science Course

File Copy

NOV - 9 1935

JD 11/8/35

C.C. to Baton Rouge

(Duke University and
U. of North Carolina)

Mr. Davis:

I had time merely to glance over this list very hastily and it is of course practically impossible to derive any very definite impression from cursory consideration of such a long list of items arranged alphabetically. Moreover, the social sciences are so broad and the literature in each one so extensive that one person can have the background necessary for judging advanced and research materials in only a very small segment of the total field. And obviously the things which it is most important to add to a library depend upon the materials already on the shelves. About all that I can say is that I discovered no reason for thinking the list is not a good one. As would be expected, many of the more expensive items are sets of journals and other periodical publications, and it would therefore seem important that each of these larger items should be weighed carefully by the proper specialists on the faculties.

I regret that I had no more time for this task, although I am not sure that I could then have been of any real help.

JPM

DEC 31 1935

NC-81.3
Social Science Course

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE AUDITOR

Dec. 12, 1935

	WWB	DEC 14 '35		
	GDB	DEC 16 '35		
	AGA			
VO	H&H MPH	12/16		

General Education Board,
49 W. 49th St.,
New York City.

I 2865
1-H-9

Atten. Mr. W. W. Brierley

Gentlemen:

You will find enclosed a detail statement of Receipts and Disbursements on our Social Science fund, which is being financed through a grant from your organization.

Referring to your letter of July 12, 1935, it is noted that the original working capital fund of $2000.00 will be reimbursed upon receipt of a signed statement listing the detail expenditures. I am not positive that the enclosed statement will give you the full detail required; but as the payments listed cover purchases of individual books in most cases, it would be a rather long and drawn out statement to list each item on each invoice separately. All of the books and periodicals have been purchased on the approval of Mr. Downs, our Librarian, and I hope this statement will be entirely satisfactory in order for you to forward a reimbursement.

You will notice that we have expended $2,703.09, or $703.09 more than the original working fund. This was necessary in order to obtain the materials required to begin the work this fall quarter.

Your immediate attention will be greatly appreciated.

Very truly yours,

M. L. Thompson

M. L. Thompson,
Auditor.

MLT:MWC

ENCL

351951

DEC 31 1935

Original NC-81.3
Attached to voucher 351951.
Social Science Course

SOCIAL SCIENCE FUND
STATEMENT OF RECEIPTS AND DISBURSEMENTS
FROM SEP to NOVEMBER 30, 1935

RECEIPTS:
Grants from General Education Board 2,000.00

DISBURSEMENTS:

Supplies:
A. J. Nystrom & Co.
2 sets 3 Sanford Gerdy 31.27

Equipment:
U N C Service Plants
Small Desk 15.62
Dunce Library Supplies
Steel Book Trucks 18.50
Total Equipment 34.12

Periodicals & Books:
State Univ. Ry. Co.
Express on Books 2.44
The F W Faxon Co
Periodicals 32.00
Chas. Scribner's Sons
Books 58.71
Orange Printshop
Reading Room Book Pockets 4.45
The University Printery
Binding Books 36.50
Orgosy Book Stores
Book 1.00
Imperial Book Service
Book 1.75
Alex Brown & Sons
Books 241.61
College Book Co
Books 78.80
The Library
Express & Freight 15.37
Chas. Scribners Sons
Books 875.60
National Bibliophile Service
Books 125.80
Eureka Book Shop
Books .75
Thomas & Bron Inc.
Encyclopedias 85.00
A J Nystrom & Co
Maps & charts 95.55
The MacMillan Co
Books 70.00
Harcourt, Brace & Co
Books 170.38
F W Faxon Co
Periodical 3.40
Barnes & Nobles Inc
Books 51.45

351951

DISBURSEMENTS - cont'd.

Periodicals & Books -cont'd.		
Ginn & Co Books	$74.38	
Doubleday, Doran & Co Books	210.00	
Bulls Head Bookshop Books	18.79	
Bulls Head Bookshop Books	25.00	
U N C Service Plants Mimeographed Syllabus	110.00	
Chas. Scribner's Sons Books	3.31	
Total Periodicals & Books		2,537.70
Total Disbursements		2,703.09
Cash Deficit		* 703.09

Signed:

M. L. Thompson
Auditor.

Prepared December 11, 1935

351951

nC-81.3

DEC - 8 1936

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
ASSISTANT CONTROLLER

JD DEC-3 '36 SD
WWB NOV 26 '36
GJB NOV 25 '36
ACA
FB

November 21, 1936 JB

Mr.W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York City

Dear Mr. Brierley:

In accordance with your letter of July 12, 1935, I am enclosing statement showing expenditures under appropriation I 2865 for instructional materials for use in the reorganized course in general social sciences at the University amounting to $1,298.10. We shall be glad to receive reimbursement at your convenience.

I hope you will find this statement correct and in order, and we shall be glad to furnish additional information should you desire.

Cordially yours,

L. B. Rogerson
Assistant Controller

LBR/cg
Encl. 1

361967

MAR 22 1934 / Recvd 3-7-34 - NC-81.4
Rd. 2c Ltr & copies

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH March 6, 1934.

Mr. Jackson Davis,
Assistant Director of Education,
804 Grace American Building,
Richmond, Va.

Dear Mr. Davis:

Dr. E. W. Knight, of the University of North Carolina, informs me that he is asking the General Education Board for some help that would enable him to add certain members to his summer school faculty and make possible an institute which would be held during the summer at the three units of the Greater University. Let me assure you that the State Department of Public Instruction is genuinely interested in this request. It is felt that for this year the summer school offers our most effective means of promoting the curriculum study in which we are now engaged. That you may appreciate this fact, I am giving you a brief summary of what has been done up to this point.

On January 12th Dr. James E. Hillman wrote the directors of all the summer schools in this State, both white and colored, calling attention to the fact that we were anxious to have the cooperation of the summer schools in this work. I am quoting from his letter of that date:

> "..... I feel that each summer school can contribute directly to this program. It will not be necessary for new courses to be offered, if you wish to have the same general courses this summer that you have had in previous years. What I should very much like is that your courses in Special Methods be organized and taught with a view of producing material for the course of study..... No doubt, also, there are general courses in Education that could be utilized to some extent in the preparation of the course of study. The same thing would be true of courses in Music, Drawing, Industrial Arts, Health, Physical Education, et cetera.
>
> Before the opening of summer school I shall be very glad to submit to you and the instructors of those courses some general questions and problems, which I should like to see developed. This would take the form of syllabi about which the major emphasis in the courses would center.
>
> While your classes in these subjects will be producing material that could be used in the course of study, at the same time you would prepare the teachers for field work during the school year when they are on their jobs. Individuals no doubt will be discovered who could be utilized as key people in various communities.....
>
> ..... I should like to know what your summer school plans are. It may be that this study has raised questions or has created an interest in offering a course that had not been given heretofore,

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 6, 1934.

.....#2, Mr. Jackson Davis, Richmond, Va.

If this should be true, I should like to counsel with you further."

All of the summer schools have agreed to cooperate in the work. With a program carried out as indicated in Dr. Hillman's letter there should be two thousand teachers in our summer schools who would be devoting more or less of their time to a study of the curriculum.

As now contemplated, there are three distinct features of our summer school program. Your attention is called to these.

1. You will note that it is our purpose to have as many members of the summer school faculty as possible offering courses which would be identified with the curriculum work. This means that the more instructors we have in our summer schools the greater would be the opportunities for promoting the work. Since that is true, if the General Education Board can make it possible for the University of North Carolina to have at the Woman's College a specialist in Elementary Education, and at Chapel Hill a specialist in Secondary Education, our summer schools would be better able to take care of our needs. We should like for our teachers to have made available to them the best opportunities for study without the necessity of their having to go outside of the State for that service.

2. During the first term of summer school Dr. Hillman will give a course at Duke University dealing with problems of the Elementary School Curriculum. It is understood, also, that he will give a course at Chapel Hill. Dr. Highsmith will give a course in the State College Summer School for those interested in the High School Curriculum. For several years past Dr. Highsmith has been identified with the State College Summer School. From our own department, then, these two gentlemen will be devoting during the first six weeks of summer school their entire time to the curriculum work at the summer schools mentioned.

3. The other members of the Division of Instructional Service who will have an active hand in our curriculum study will be available for special service at all of the summer schools. These instructors who are giving courses which would be identified with the curriculum in any way could have the service of the members of the Division of Instructional Service.

These three phases of our plan for summer school work should show that we feel the summer school affords the greatest promise for effective work this year. They should make it clear, also, that the possibilities of the work

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

March 6, 1934.

.....#3, Mr. Jackson Davis, Richmond, Va.

would be increased to the extent that our summer schools were able to provide outstanding and exceptional instructors. To that extent the General Education Board would be promoting the study, if it could assist the University of North Carolina in adding some outstanding instructors to its summer school faculty.

I have given you this picture of the summer school program so that you would be in better position to evaluate the request which Dr. Knight is making. We hope you will feel that the granting of his request will add materially to the possibilities of the entire curriculum program in which both Dr. Knight and the State Department of Public Instruction are engaged.

With high personal esteem and sincerest good wishes, I am

Yours very truly,

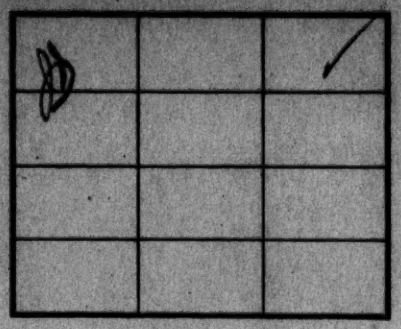
A. T. Allen

A. T. Allen,
State Superintendent of Public Instruction.

A/C.

FORM 614

MAR 22 1934



NC-81:4

March 10, 1934

Dear Mr. Allen:

I have your letter of the 6th regarding the proposal which you and Mr. Knight have recently discussed. President Graham has submitted a request for an appropriation to enable the University to provide the desired services at the summer schools. We are pleased to note that this is fully in harmony with your plans and that the proposals outlined by Messrs. Graham, Jackson and Knight would be helpful in advancing your curriculum study.

Mr. Knight spoke to me of the splendid meeting which you recently had in Raleigh and of the growing interest in the state in this undertaking.

With all good wishes, I am

Cordially yours,

JACKSON DAVIS

Mr. A. T. Allen
State Department of Education
Raleigh, North Carolina

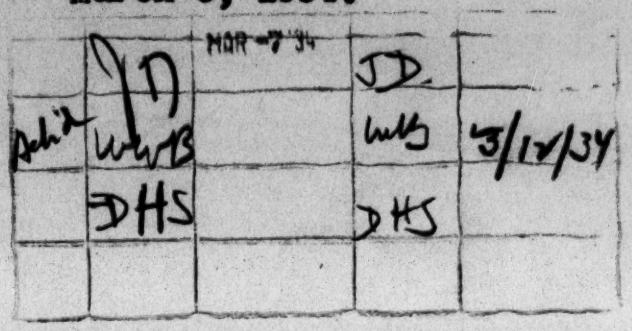
JD:DD

NC-81.4

APR 18 1934 THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

March 6, 1934.



Mr. Jackson Davis,
General Education Board,
49 West 49th Street,
New York City.

My dear Mr. Davis:

I have been in consultation with Dr. Edgar W. Knight, of our Faculty, and with Dean W. C. Jackson, Director of the summer session of the University of North Carolina comprising the University at Chapel Hill, the State College at Raleigh, and the Woman's College at Greensboro. Dr. Knight has laid before Dean Jackson a proposal for the enrichment of the summer session at all three branches of the University, and Dean Jackson has laid before me this proposal with his hearty approval and commendation. We have also discussed the matter with Dr. A. T Allen, State Superintendent of Public Instruction, who is writing you directly.

The enclosed correspondence is fully self-explanatory. I desire to lay before the General Education Board a request for a grant in aid to the University of North Carolina in the amount of two thousand dollars ($2,000.00) for the summer, 1934.

The purposes for which the grant is asked are twofold: 1, To bring a specialist in elementary education to the Woman's College at Greensboro for the summer session; and 2, to bring a specialist in secondary education to the University at Chapel Hill for the summer session. In the second place, the grant is designed to provide an Institute of Education which will serve, in turn, and in a coordinated way, each of the three branches as explained in Dr. Knight's letter.

We need desperately in this region to stimulate and rebuild interest in the schools. I know of nothing more practically designed to achieve this end than the bringing in of such men and such forces as will be provided through this grant.

The request comes to you from the united forces of the University and the schools of North Carolina and has my heartiest endorsement.

Cordially and sincerely yours,

Frank P. Graham

Frank P. Graham,
President.

nc-81.4

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATI APR 18 1934

March 6,1934

Dean W.C.Jackson,
The Summer Session,
University of North Carolina,
Chapel Hill, N.C.

Dear Dean Jackson:

As you doubtless know, two studies of education in North Carolina are now being made. One, a study of the curricula of the elementary and the high schools of the State, is being directed by Dr.A.T.Allen, State Superintendent of Schools; the other, a study of undergraduate work at Chapel Hill, is being made by certain members of the faculty of the University of North Carolina.

The study of Dr.Allen has only recently been started; the other study began last July, following the report of a Committee which President Frank P.Graham appointed in 1932 to examine into the general educational work of the Chapel Hill unit of the University of North Carolina. That report disclosed the urgent need for an examination into the undergraduate work there, especially that of the first two years. The practical value of the recommendations which will come from these studies will depend in very large part upon the interest of the supporting public. The reports of these studies, both of which have been made possible by grants from the General Education Board, should be important.

The approaching summer session of the University of North Carolina (at the Raleigh, Greensboro, and Chapel Hill nnits) offers an excellent opportunity to develop public interest in these undertakings. The purpose of this note is to suggest a plan by which this interest may be developed and sustained. The suggestion is (1) that we try to bring to the Summer Session two competent people in the field of Education (last summer budgetary restrictions limited us to our own faculty and the same conditions prevail this year) one in Elementary Education for Greensboro and one in Secondary Education for Chapel Hill, both to conduct for the first six weeks' term courses related to the curriculum; and (2) that we provide at Raleigh, Chapel Hill, and Greensboro, and for at least a week, what, for lack of a better name, we may call an Institute of Education.

The two people suggested to give work at Greensboro and at Chapel Hill could enrich the resources upon which Dr.Allen and the groups that he has set up to help with his study could draw.

For the Institute we are assured of valuable outside assistance. At the meeting of the National Education Association at Cleveland last week I found several distinguished educational

leaders who, knowing conditions in this State, cheerfully and in most cases freely offered their services for such an Institute. Among them were Dean Russell and Professors Strayer, Reynolds, Bagley, Norton, Reisner, and Elsbree of Teachers College, Columbia University; Commissioner Zook, of the United States Office of Education; Dr.Milam, of the American Library Association; Dean Wilson, of the Graduate Library School of the University of Chicago; Dean Packer, of the University of Iowa; and Dr.A.S.Cook, of Maryland. There are others who would help us. They would be willing to "ride the circuit" and speak or conduct round-table discussions in Raleigh in the morning, Chapel Hill in the afternoon, and Greensboro in the evening. They will come to North Carolina without honoraria or fees but we should of course provide their expenses, and it would not be improper if we could pay nominal honoraria.

It was explained to these people that the need in North Carolina now is not for technical, scientific, and "objective" discussions of education, but for such discussions as would restore public confidence in education and point to the importance of reconstruction in the work of the schools as well as intelligent restoration of their work. Personally, I believe that the time is rapidly approaching when somebody in this State must become apostolic and "lay on hands," as unfashionable as that would be in the conventional educational world.

To the meetings of this Institute would be invited and would come many lay people, although an effort would be made to bring the professional leaders in the State as well. The interest of the groups that Dr.Allen had at his meeting in Raleigh February 16, to hear his plans about the study of the curriculum, could be enlisted. Through this means, the purpose of his study, as well as that which we here in Chapel Hill are making of undergraduate work, a wider and more intelligent public understanding of the significance of these studies can be created and perhaps a favorable atmosphere for the reception of the reports of these studies can be provided.

In addition to discussions of elementary and secondary education, it would be helpful to have during the Institute a conference on Higher Education. The study which we are making of our undergraduate work has attracted some notice and we have had a number of requests from colleges to the south of us for our findings and recommendations. There is interest also among the colleges of this State in the study which we are making. A "round-table" on this subject would serve not only to get our own faculty better acquainted with the object of this study but it would be of service to the other colleges of the State and to those people who have written us about the proposed plan. We should like to bring to this Conference on Higher Education such people as President Wilkins, of Oberlin, Dean Staples, of Hendrix College, President Weltner, of the University of Georgia, and President Carmichael, of Alabama College. It would be helpful also if

we could have Dean MacLean, of Minnesota, and Dean Boucher, of Chicago.

President Frank P.Graham heartily endorses the proposal as his letter indicates, and so does State Superintendent A.T.Allen. I discussed the matter briefly with Mr.Favrot in Cleveland the early part of last week and with Mr. Jackson Davis in Richmond last Saturday. Both of these gentlemen appeared interested in the proposed Institute and Mr. Davis suggested that you send a memorandum to him.

We probably could get the two specialists referred to above for $400 or $500 each. It may be necessary to pay their travel expenses. I should think a thousand dollars would cover the cost of these two people. An additional thousand, I believe, would pay the expenses of the special lecturers whom we should like to bring in for the Institute. If we could get the sum of $2000, we could greatly enrich the work in the summer session at Raleigh, at Chapel Hill, and at Greensboro.

Very sincerely yours,

Edgar W. Knight

Edgar W.Knight

K:h

NC-81.4

THE UNIVERSITY OF NORTH CAROLINA
SUMMER SESSION 1934

W. C. JACKSON, DIRECTOR
CHAPEL HILL, N. C.

N. W. WALKER, ASSOCIATE DIRECTOR
THE UNIVERSITY, CHAPEL HILL

J. H. COOK, ASSOCIATE DIRECTOR
WOMAN'S COLLEGE, GREENSBORO

T. E. BROWNE, ASSOCIATE DIRECTOR
STATE COLLEGE, RALEIGH

APR 18 1934

March 6, 1934

Dr. E.W. Knight
Peabody Hall

Dear Dr. Knight:

I wish to acknowledge with appreciation your communication of March 6, in which you suggest an enrichment of the program of the summer session for 1934. The plans you outline are in entire accord with the ideas which I have been working on but which seemed to be impossible of realization because of budgetary limitations.

With the encouraging report that you give and with the assurance of Dr. Allen's cooperation, I am taking this matter directly to the President of the University, with the hope that some way may be found for the realization of the plans presented. Please allow me to say again how much I appreciate the interest and the work that you are giving to the plans for our summer session.

Sincerely yours,

W. C. Jackson

W. C. JACKSON, Director
Pro Tem

wcj/sb

FORM 695

APR 18 1934

NC-81.4

March 12, 1934

My dear President Graham:

Your letter of March 6th to Mr. Jackson Davis, in which you request a grant to the University of North Carolina of $2,000 for the summer, 1934, has been referred to me for reply. The request is being recorded for the attention of the Board, and I shall write you later of the action taken thereon.

Sincerely yours,

W. W. BRIERLEY

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

WWB:KEO

FORM 654

MAR - 9 1934

NC - 81.4

KMJ	MAR -9 '34	✓

March 9, 1934

Dear Mr. Knight:

This will acknowledge your letter of the 6th and let you know that the formal request from President Graham, with the supporting letters from Doctor Jackson, State Superintendent Allen and you, reached me promptly. The request is having the attention of the officers and will be presented to our Committee as soon as possible. Of course, I do not know what action will be taken, but I hope it will be favorable.

It was a pleasure to have you in Richmond.

With best regards, I am

Cordially yours,

JACKSON DAVIS

Mr. Edgar W. Knight
University of North Carolina
Chapel Hill, North Carolina

JD:DD

FORM 624

NC-F1.4

Ward

APR 18 1934

WWD		JH
ABA		dsh.
M.P.K.		mpk

March 21, 1934

My dear President Graham:

At the meeting of the Executive Committee of the General Education Board on March 16, the officers presented your letter of March 6 requesting $2,000 for the employment of specialists in elementary and secondary education to give courses in the summer session of the University in 1934 and for a conference on education to be held at about the same time.

I am happy to inform you that the Committee authorized an appropriation to the University of North Carolina of $2,000, or as much thereof as may be necessary, for the purposes mentioned in your letter.

Since the plans for these summer courses and the conference are directly related to the curriculum study for which the Board made an appropriation to the State Department of Education, and to the reorganization study for which the Board made an appropriation to the University of North Carolina, we assume that you will wish to confer further with Mr. Jackson Davis concerning these plans. When the details have been arranged, the officers will be glad to send you a check for the amount authorized. An accounting of expenditures will be required at the close of the summer session and the conference, together with a refund of any unexpended funds.

Sincerely yours,

W. W. BRIERLEY

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

WWB BG

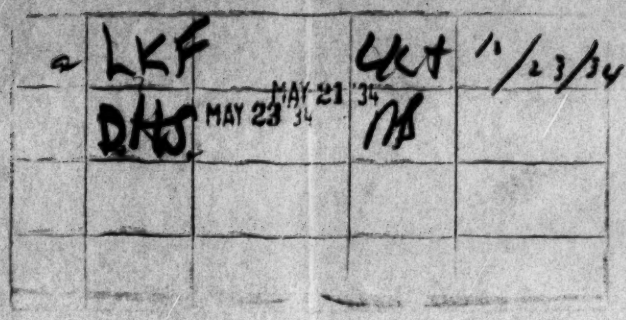
MAY 31 1934

NC-81.4

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

May 19,1934



Mr. Lawrence K.Frank,
General Education Board,
49 West 49th Street,
New York City

My dear Mr.Frank:

I enclose copy of the description of the Institute and the special course, which is being sent out rather widely through this region. I am writing personal letters to a number of college presidents in this and other states and President Graham will do the same thing. Interest in these two features of the summer school seems to be growing. If you have any suggestions, please pass them on to us.

Very sincerely yours,

Edgar W.Knight

K:h

MAY 31 1934

NC-81.4

Circular of Information

INSTITUTE OF EDUCATION

The University of North Carolina
CONSOLIDATED SUMMER SCHOOL
Raleigh -- Chapel Hill -- Greensboro

◆

(*The Summer School Opens on June 13*)

TWO SPECIAL FEATURES of the University of North Carolina Summer Session for 1934 are the Institute of Education and Education 107: "Education in the National Program of Reconstruction."

THE INSTITUTE OF EDUCATION will be held during the week of June 25, with problems of the curriculum as its general theme. The program of the Institute has been planned in cooperation with the State Department of Education at Raleigh, which is this year engaged in a study of the curriculum of the elementary schools and of the high schools. A number of the most distinguished educators in the United States will participate in the Institute, sessions of which will be held at State College in Raleigh, at the Chapel Hill unit of the University of North Carolina, and at the Woman's College in Greensboro.

The Institute will open at State College at eight o'clock on the evening of Monday, June 25, with addresses by President Frank P. Graham, of the University of North Carolina, and Professor Edward H. Reisner, of Columbia University. On Tuesday, June 26, at 9:30 A.M., round-tables will be conducted on Industrial and Vocational Education and at 2:30 P.M. that day there will be round-tables on Adult Education, in which Professor Reisner, Dr. Clarence Poe, Editor of *The Progressive Farmer*, Professor M. R. Trabue, of the University of North Carolina, Mr. J. C. Wright, of the Federal Office of Education, and others will participate.

At eight o'clock on the evening of Tuesday, June 26, the sessions at Chapel Hill will begin with addresses by Dean Malcolm MacLean, of the University of Minnesota, and Professor John K. Norton, of Columbia University. Wednesday, June 27, will be devoted to round-table discussions on Higher and Secondary Education, with sessions at 9:30 A.M. and at 2:30 P.M. Participating in these round-tables will be Dean MacLean, Professor John J. Coss, of Columbia University, members of the faculty of the University of North Carolina and of other colleges in the State. Wednesday evening, June 27, at 8 P.M. there will be addresses by Dean MacLean and Professor Coss.

The sessions of the Institute will begin at Greensboro on Thursday, June 28, at a luncheon meeting at 12:30 P.M., with addresses by Dr. Sidney B. Hall, of the State Department of Education, Virginia; Professor Edward H. Reeder, of the University of Vermont; and Professor Lois Mossman, of Columbia University. Round-tables on Elementary Education will begin at 2:30 P.M., with Dr. Hall and Professors Reeder annd Mossman participating. Thursday evening, June 28, at eight o'clock, there will be addresses by President Frank P. Graham, of the University of North Carolina and Governor J. C. B. Ehringhaus.

On Friday, June 29, round-tables on Elementary Education will continue, with Professor Mossman in charge, and summaries of the Institute will be made by Dr. A. T. Allen, of the State Department of Education and President Frank P. Graham.

(*over*)

EDUCATION 107: Education in the National Program of Reconstruction. Lectures at 10:00 A.M. and discussions at 12:00 daily. Credit, 1 course. This course will be conducted by Professor R. W. Tyler, of Ohio State University, a former member of the faculty of the University of North Carolina, with visiting lecturers. The schedule of the lectures is as follows:

June 14—Professor Tyler.

15—Dr. Carl H. Milam, Secretary of the American Library Association.

16—Professor Tyler.

18—Professor George S. Counts, of Columbia University.

19—Professor Counts and Professor Jesse H. Newlon, of Columbia University.

20—Professor Newlon.

21—Professor W. C. Bagley, of Columbia University.

22—Professor Bagley.

25—Professor John K. Norton, of Columbia University.

26—Professor Norton.

27—Dean Malcolm MacLean, of the University of Minnesota.

28—Professor George D. Strayer, of Columbia University.

29—Professor Strayer.

July 2—Professor William H. Kilpatrick, of Columbia University.

3—Professor Kilpatrick.

4—Professor English Bagby, of the University of North Carolina.

5—Professor Bagby.

6—Professor Tyler.

9—Dr. Sidney B. Hall, State Department of Education of Virginia.

10—Dr. Hall.

11—Professor Tyler.

12—Professor Tyler.

13—Dr. J. E. Hillman, of the State Department of Education, Raleigh; and Professor N. W. Walker, of the University of North Carolina.

16—Dr. Hillman and Professor Walker.

17—Dr. Will French, of the Tulsa, Oklahoma, Public Schools.

18—Dr. French.

19—Professor Tyler.

20—Professor Tyler.

For complete announcement of the State College Summer School, write T. E. BROWNE, *Associate Director*, Raleigh.

For complete announcement of the Summer School at Woman's College, write to JOHN H. COOK, *Associate Director*, Greensboro.

For complete announcement of the University Summer School, write to N. W. WALKER, *Associate Director*, Chapel Hill.

1000-5-14-'34

MAY 31 1934

NC.81.4

May 23, 1934

My dear Doctor Knight:

This will acknowledge receipt of your letter of May 19th to Mr. Frank and also copy of the Circular of Information pertaining to the Consolidated Summer School of the University of North Carolina. This will be brought to Mr. Frank's attention in the near future.

Very truly yours,

Helen Payne

Secretary to Mr. Frank

Doctor Edgar W. Knight
University of North Carolina
Chapel Hill, North Carolina

NC-81.4

JUL 20 1934

INSTITUTE OF EDUCATION-
UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, NORTH CAROLINA

June 26 - 28, 1934

WWB	JUL -5 '34	WWB
EBD		EBD
TA	JUL -5 34	T.A.
DHS	JUL 19 34	DHS

The Institute covered the entire week. Monday and Tuesday conferences on industrial, vocational and adult education were held at the State College at Raleigh. These sessions were presided over by State Superintendent Allen. They were well attended. Excellent addresses were made and there was particular interest in the discussion of adult education. The conferences on Tuesday evening and Wednesday were held at Chapel Hill and had to do with secondary and higher education. The meetings on Thursday and Friday were held at Greensboro and related to elementary education.

Attention was focused upon the major points of difficulty and need in the present scheme of education and upon promising experiments which point the way towards reorganization. Mr. Knight arranged the program so as to provide for addresses by visiting educators followed by round table discussions and subsequent opportunity for personal conferences over problems of special interest.

I was at Chapel Hill from the afternoon of the 26th until noon of the 28th for the sessions on higher education. The meeting on the evening of the 26th was held outdoors because of the heat. There were between 150 and 200 persons in the conference; members of the faculties of the Universities of North Carolina, Virginia, Georgia, Florida and Duke and representatives of a number of southern colleges, there were also a few mature students from the University summer school and a number of prominent laymen.

After preliminary statements by President Graham and Mr. Knight, Professor John J. Coss of Columbia University spoke of what had been done in Columbia College in the past fifteen years to secure on the part of faculty and students cooperation in the improvement in learning and improvement in living. He described the

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Allen

gradual development of the course in Contemporary Civilization and the various procedures adopted by the faculty and students which they hadfound of value in giving the student a general understanding of the three principal areas of human knowledge and in guiding the student to select a field of interest for further study.

Dean Malcolm MacLean of The General College, University of Minnesota, followed with a brief and clear description of the purpose of the General College and its methods. He dealt with the failure of the college to understand the needs of the individual student and the waste in following set procedures. He defined a standard college course as one which would result in a student continuing the subject after the completion of the course on his own initiative and interest. President Graham spoke briefly and effectively and there was a fine response and interest on the part of the entire group and a delightful informality.

The following morning round table discussions were conducted by Professor Coss and Dean MacLean on improving instruction in colleges. Many questions were asked and there was a very clarifying discussion. At the evening session which was again held out of doors this round table discussion was brought to a conclusion.

The entire program as conceived and planned by Mr. Knight was admirably carried out. It gave a fine impetus to the reorganization under way at the University of North Carolina. Representatives from other colleges likewise had an opportunity to participate in these discussions as well as to have personal conferences with Messrs Coss and MacLean and others regarding their own problems. Mr. Staples and Mr. Campbell, of Hendrix College, said to me that the conference had been extremely valuable and they had a much better understanding of their opportunity at Hendrix as a result of these discussions. President Dowell, of Mercer; President Gwathmey of Converse; President Wells, of Georgia State College for Women, and a number of other representatives of Southern colleges participated

in the discussions and in personal interviews. Mr. Knight tactfully worked into the program a number of important people and the conference developed both unity and ehthusiasm.

JACKSON DAVIS

JAN 25 1935

NC-81.4

A brief report on the University of North Carolina Institute of Education held in Chapel Hill June 25 to June 29, 1934, in cooperation with the State Department of Public Instruction, the North Carolina Education Association, and the North Carolina Congress of Parents and Teachers.

By Edgar W.Knight

This Institute was conducted under the auspices of the Summer Session of the Consolidated University of North Carolina at its three units: Chapel Hill, Greensboro, and Raleigh. The sessions of the Institute were attended by people from practically all of the South-eastern States. No accurate record of attendance was kept but it is estimated that between 1000 and 1200 different persons were present at the meetings, notwithstanding the excessive heat of the week in which the Institute was held.

The general theme of the Institute was "Education in the Program of Reconstruction." At the sessions held in Raleigh the emphasis was upon industrial, vocational and adult education. At the sessions held in Greensboro the problems and tendencies in elementary education were considered. The sessions in Chapel Hill were concerned entirely with the problems of secondary and higher education. The programs in each of the three units of the University were constructed in consultation with Dr.A.T.Allen, then State Superintendent of Public Instruction, who was directing, through his Department and other educational agencies of the State, a study of the curriculum of the elementary and the high schools. The Committee in charge of the programs of the Institute worked in cooperation with a Committee representing the state curriculum study.

The work of the Institute received high praise from thos e who participated in it and was accounted one of the most successful educational meetings ever held in this State. It received rather wide notice throughout this area and attracted particular attention from

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The work of the Institute received high praise from those who participated in it and was accounted one of the most successful educational meetings ever held in this State. It received rather wide notice throughout this area and attracted particular attention from

the press in this State. Every session in each of the three places was not only adequately covered by the local press but the aid of news gathering agencies was generously given to the enterprise. Impressive also was the presence in this State, during the week of the Institute, of many distinguished educational leaders. One frequently heard that perhaps at no time in the past had so many eminent workers in the field of Education assembled in North Carolina at the same time. The sessions in Chapel Hill were particularly fortunate in having as leaders of the discussions men who had made very definite contributions in the field of higher education.

The first session was an evening meeting in Raleigh with Dr. A.T.Allen, then State Superintendant of Public Instruction, President Frank P.Graham, of the University of North Carolina, and Professor Edward H.Reisner, of Columbia University, as the speakers. The following day round-table discussions were conducted on industrial, vocational, and adult education. Participating in these discussions, were Professor T.E.Browne, of the State College of the University of North Carolina, Raleigh; Professor M.R.Trabue, of the University of North Carolina, Chapel Hill; Professor Edward H.Reisner, of Columbia University; Professor George B.Zehmer, of the University of Virginia; Mr. Jonathan Daniels, Editor of The News and Observer, Raleigh; Mr. John C.Wright, United States Office of Education, Washington; Director R.M.Grumman, of the Extension Division of the University of North Carolina, Chapel Hill; and Mr.W.T.Polk, President of the North Carolina Citizens' Library Movement, Warrenton, North Carolina. Interesting also was the fact that in almost every case, these speakers had very carefully prepared papers, some of which should be published.

The same may be said of the sessions of the Institute held in Greensboro on the subject of Elementary Education and some problems

arising out of the curriculum study which was being directed by the State Department of Education. Participating in these sessions were: Superintendent T.Wingate Andrews, of the High Point (North Carolina) Schools; Dr.Sidney B.Hall, State Superintendent of Public Instruction of Virginia; Professor Lois Mossman, Columbia University; Professor Edward H.Reeder, of the University of Vermont; Professor John H.Cook, of the Woman's College of the University of North Carolina, Greensboro; Governor J.C.B.Ehringhaus, of North Carolina; Mr.G.B. Phillips, Superintendent of the Greensboro, (North Carolina) Schools and President of the North Carolina Education Association; President Frank P.Graham, of the University of North Carolina; and Dr.A.T.Allen, State Superintendent of Public Instruction. The round-table discussions were very lively and well attended.

The first session in Chapel Hill was an evening meeting at which Professor John J.Coss, of Columbia University, and Dean Malcolm MacLean, of the University of Minnesota, described and discussed the Columbia College Plan and the General College of the University of Minnesota. This meeting and the sessions which followed the next day were attended by an unexpectedly large group of college presidents and professors from the Southeastern States, and it is believed that the growing interest in the improvement of the college curriculum and instruction in the colleges was widened in this area as a result of this part of the Institute.

The round-table discussions which followed the next day were very stimulating. Participating in these discussions were, in addition to Professor Coss and Dean MacLean; Dean W.K.Greene, of Duke University, Durham; Professor N.W.Walker, of the University of North Carolina, Chapel Hill; Dean F.F.Bradshaw, of the University of North Carolina; President Frank P.Graham, of the University of North Carolina; Dean Thomas S.Staples, of Hendrix College, Arkansas; President Edmund M.

Gwathmey, of Converse College, South Carolina; Dean W.J.Matherly, of the University of Florida; President Guy H.Wells, (Ga. State College for Women Southern Georgia Teachers College) and others.

Professor Coss and Dean MacLean held several conferences with two committees of the Chapel Hill unit of the University of North Carolina who had been set to work in the summer of this year to build two general courses for our freshmen, one in the Social Sciences and one in the Biological Sciences, which are important features of the proposed reorganization of our undergraduate work here. These Committees drew very effectively upon the experience of Professor Coss and Dean MacLean, who also held conferences with some of the visiting college presidents and professors, who were interested in reorganizing their undergraduate work.

The Institute moved from Raleigh to Chapel Hill and then to Greensboro, where the concluding sessions were held. At the final meeting there President Frank P.Graham and Dr.A.T.Allen summarized the work of the programs at all three places.

Another very useful feature which grew out of the work preliminary to organizing the Institute of Education was a special course in education given in Chapel Hill during the first term of the Summer Session.

This course bore the title "Education in the Program of Reconstruction." It was not expected that it would have a large enrollment. In fact, we wished to confine it to not more than thirty carefully picked people. But it promised to be so attractive that sixty-eight men and women, many of whom were engaged in educational administration in this and nearby states, regularly enrolled and completed the course. Besides, each meeting was attended by many visitors. The average daily attendance was about 100.

The course was a historical, comparative, critical and current

account of American education. It was carefully organized and we were fortunate to secure Professor R.W.Tyler, of Ohio State University, to direct it. Different points of view were presented, some of them by national authorities in their respective fields. The class met twice a day, one hour for the lecture and one hour for discussions under the leadership of Professor Tyler. An attempt was made in the course to make clear how our educational arrangements were established in response to social demands and how they succeed or fail in the effort to serve the society which is responsible for their being and for their general character. Among those who participated in this course were Dr.Carl H.Milan, of the American Library Association; Professors William C.Bagley, John K.Norton, George S.Counts, William H. Kilpatrick, Jesse H.Newlon, George D.Strayer, and John J.Coss, of Columbia University; Professor Edward H.Reeder, of the University of Vermont; Dean Malcolm MacLean, of the University of Minnesota; Dr.Will French, Superintendent of the Tulsa(Oklahoma) Schools; and several members of our own faculty.

The lectures were attended by many people not enrolled in the Summer Session. People from many parts of the State came in to hear the discussions. It is believed that the course was successful in every way and was informally described by those who attended it as among the best they had ever participated in.

Two other features made possible were: a course in the Elementary School Curriculum, conducted in the Summer Session of the Greensboro unit, by Professor Edward H.Reeder, of the University of Vermont, a specialist in the field, and participated in by other visiting lecturers; and a course given in Chapel Hill in the Secondary School Curriculum, directed by Dr.Will French, of the Tulsa (Oklahoma) Schools. In each of these courses committees on Superintendent Allen's state curriculum study cooperated. These courses

were also highly successful.

All of these features, - the Institute of Education, the special course in Chapel Hill, the course in the Elementary Curriculum, at Greensboro, and the course in the Secondary School Curriculum, at Chapel Hill - were made possible by a grant from the General Education Board. Except for modest stipends to Professor Reeder and Dr.French no fees were paid to any visiting lecturers. All of them volunteered their services and received only their expenses for travel. This fact alone reflected, in a very critical situation in the life of education in North Carolina and particularly in the life of the Summer Session of the University of North Carolina, a very fine spirit of cooperation by men who ordinarily command rather large honoraria for services such as they performed freely in North Carolina during the Summer of 1934.

One definite result of the Institute of Education was the placing in positions in colleges to the south of us of at least four recent graduates of our Graduate School. Personal interviews by college administrative officers with men and women here and available for college positions made possible this result, which strengthened our belief that the University of North Carolina can be of wide service in helping to recruit college faculties in the Southeastern States.

I have had nothing whatever to do officially with the Summer Session of the University of North Carolina. But I am a bit proud of the little part which I had in organizing these special features for the summer of 1934. I am personally very grateful for the sympathetic interest of the General Education Board and this gratitude is shared by the officials of the University of North Carolina, at Raleigh, at Greensboro, and at Chapel Hill, by the State Department of Education, and by other educational workers in the State.

Attached herewith are two letters, one from President Frank P. Graham and the other from Dr.W.C.Jackson, who was the Director of the Summer Session in 1934. I should like to make these letters a part of this Report.

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June 28, 1934 NC-814

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MEMORANDUM FOR DHS

Conference: E. W. Knight
Jackson Davis

Chapel Hill, North Carolina

I called attention to the publicity given the appropriations of the GEB and the RF. I showed Mr. Knight the page from Koch's bulletin. He said he would be glad to talk with President Graham and the other persons and ask them not to quote our letters verbatim. Mr. Knight was fortunately consulted about an announcement of the summer session and he saw to it that the participation of the GEB was not played up unduly.

JACKSON DAVIS

JD

JD:H

Ans 6 Jul 1934

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

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Mr. Jackson Davis,
Grace-American Building,
Richmond, Va.

My dear Mr. Davis:

The Business Office has telephoned me to say that the appropriation made by you for the Institute of Education here this summer had not yet been received. I told that office that I would drop you a note about the matter. We have, of course, gone ahead and paid the accounts as they have come in from time to time. It is possible that the check went astray, although the Business Office has made a thorough examination and has found no trace of it. I regret to intrude upon you in this way, but I know you can tell me what to do.

With all good wishes, I am

Very sincerely yours,

Edgar W. Knight

Edgar W. Knight

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NC-81.4

July 30, 1934

Doctor Edgar W. Knight
University of North Carolina
Chapel Hill, North Carolina

My dear Mr. Knight:

Mr. Davis has forwarded your letter of July 27th to this office with the request that the Board make payment of its appropriation of $2,000 for the employment of specialists in elementary and secondary education to give courses in the summer session of the University and for a conference on education to be held at about the same time.

In Mr. Brierley's letter of March 21st to President Graham he wrote as follows: "When the details have been arranged, the officers will be glad to send you a check for the amount authorized. An accounting of expenditures will be required at the close of the summer session and the conference, together with a refund of any unexpended funds." Inasmuch as no further word was received, the Auditor had no authority to make payment. I am, however, referring your letter to him, and a check will no doubt go forward within the course of a few days.

Sincerely yours,

A.W. Armour
Acting Assistant Secretary

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NC-814
1934

The Woman's College
of
The University of North Carolina
Greensboro, N.C.

Office of
Dean of Administration

November 26,1934

Dr.Edgar W.Knight
Department of Education
The University of North Carolina
Greensboro, North Carolina

Dear Knight:

I am inclined to be somewhat extravagant in my estimate of the effectiveness of the Institute of Education and the work of Dr.French and Dr.Reeder in the Summer School this year. You can speak more effectively than anyone else of Dr.French's work at Chapel Hill, but I can report from Greensboro that Dr. Cook and others were quite enthusiastic about the work of Professor Reeder at the Woman's College.

The Institute of Education with sessions at Raleigh, Greensboro, and Chapel Hill gave tone and quality to the whole Summer School. It was so well organized and so ably conducted that its effects were far-reaching. I have had numerous reports from all parts of the State concerning it. I feel that it definitely reinforced and brought new encouragement to the educational leadership of the State. It was of such unquestioned dignity and ability that it raised the level of respect for the whole teaching profession in North Carolina. I have no hesitancy at all in saying that it was the distinct contribution of the Summer Session to education in North Carolina last summer. I know that it was worth many, many times its cost. If these words seem strong, I must insist that strong words are needed to state accurately the facts concerning the character and effectiveness of the work done by the Institute and by the two able men who worked longer at Greensboro and at Chapel Hill.

With best wishes, I am,

Sincerely yours,

W.C.Jackson
Dean of Administration

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1934

The University of North Carolina
Chapel Hill

Office of the President

November 26,1934

Dr.Edgar W.Knight,
Department of Education,
University of North Carolina,
Chapel Hill,North Carolina

My dear Dr.Knight:

I wish to say to you again what I have said many times, that the provision made by the General Education Board was an intellectual lift to our Summer School and, I believe in some respects, to education in the whole South.

The Institute was stimulating to the educators who came from most of our Southern States. The work done at the Woman's College in Elementary Education and at the University here in Secondary Education, and in the special course in Education at Chapel Hill was all of a high order. These enterprises brought together the largest number of distinguished thinkers in the field of education that have ever gathered for a summer session in our State and perhaps in the Southeast.

Your inspiring leadership in general and your constant attention to the minutest details ran through the whole program of the Summer School and the Institute.

With cordial good wishes, I am

Faithfully yours,

Frank P.Graham
President

NC-814
1935

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 21, 1934

Dr. Jackson Davis
General Education Board
804 Grace-American Building
Richmond, Virginia

My dear Dr. Davis:

I am glad to add my endorsement to that given by Dean W.C. Jackson and President Frank P. Graham to Professor E.W. Knight's proposal to continue the Institute of Education during the Summer Session of 1935 in the University of North Carolina. All of us at work in education in this State are fully convinced of the value of the Institute held at the three units of the University of North Carolina last summer. Not only did it bring to the State many distinguished educational workers, but the Institute was of high usefulness in the two studies which have been in progress during the past year or two: the study of the college curriculum which has been made at Chapel Hill and which is leading to a useful reorganization of the undergraduate work there, and the study which was begun in this Department by the late Dr. A.T. Allen and Dr. Hillman.

If the Institute could be continued next summer it is our plan to build the program around the findings of these two studies. I think that educational administrators in our State system would welcome a chance to come together next summer and discuss the study of the elementary and secondary curriculum which is being made in this State now. And from the reports of the Institute last summer, I am confident that many workers in higher education in this and nearby states would be glad to discuss the results of the study that has been made at Chapel Hill.

The three specialists requested by Professor Knight and President Graham would add immensely to our educational resources in this State next summer. Therefore, I am very glad to endorse the plan of the Institute for 1935, and to pledge the full cooperation of this Department and of our educational workers in North Carolina.

Very sincerely yours,

Clyde A. Erwin

Clyde A. Erwin
State Superintendent Public Instruction

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THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

December 22,1934

Dear Dr.Davis:

I heartily approve and am happy to transmit to you Professor Knight's report on the Institute of Education held here last summer and his memorandum on the proposed Institute for 1935. All of us here, at Raleigh, and at Greensboro, as well as the State Department of Education, are convinced of the great value of this enterprise and we believe that it should be continued, if possible. The letter of Dr.Jackson, as director of the Consolidated Summer Session of the University of North Carolina in 1934, the letter of Superintendent Erwin, of the State Department of Education, and my own letter, attached to Professor Knight's report, testify to the high values that we know came from this stimulating undertaking. I trust that the proposal to continue the Institute may impress you as worthy of your support. We are all deeply conscious and appreciative of your continuing interest in our problems in these hard days.

Professor Knight's report on the Institute of last summer describes its work and points out its usefulness. His letter to me, herewith enclosed, describes the plans for next summer in connection with the Institute and the proposed study and reorganization of the Summer Session at each of the three units. The three specialists requested would be of great value to us in the University of North Carolina and also to the State Department of Education, in connection with the study that is being made there. The sum requested to pay the travel of distinguished lecturers would, in my opinion, be a very fine investment in education in this whole region. The value of this feature of the Institute, as I have said in my letter to Professor Knight, is beyond calculation.

The request for the sum of $750 for travel in connection with the study and reorganization of the Summer Session is especially urgent at this time. Our budgetary limitations prevent us from making this study and reorganization of the Summer Session without some assistance. The Legislature meets next month but it is not likely to finish its work before the late spring, as was the case in 1931 and 1933. Meantime, we are eager to proceed with our study and reorganization of the Summer Session, which I have asked Dr. Knight to undertake. In order to enable him to continue his study of the undergraduate work here, we are providing him with a competent assistant in connection with the Summer Session. The sum requested would enable him and his assistant to carry forward the study of the Summer Session with real effectiveness, we think, and without his having to neglect his work with the two committees in our faculty who are undertaking to build and put into operation next September the two general courses, one in the biological

sciences, and one in the social sciences.

I sincerely trust that the request here made will warrant your support. Although, of course, we cannot definitely promise to do so it is our hope to pick up and continue these enterprises to which you have so generously contributed. If our budgetary requests are made by the approaching Legislature, we shall be able to meet more definitely than now our responsibility in all of this important work. We are making every effort to carry on the work of studying and reorganizing the Summer Session at the three units until the legislative appropriation has been made available. Our fiscal year begins July 1. We think it is very important to begin work at once on the Summer Session plans and, inasmuch as our budget would not be available until next July, we are making this urgent appeal to you.

With warmest personal wishes, I am

Very sincerely yours,

Frank P. Graham

Frank P.Graham
President

Dr.Jackson Davis
General Education Board
804 Grace-American Building
Richmond, Va.

NC-81.4

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

DEPARTMENT OF EDUCATION

December 22,1934

My dear President Graham:

I enclose copy of a brief report which I have recently prepared for Dr.Jackson Davis, of the General Education Board, on the Institute of Education, which was held in the Consolidated University of North Carolina in the summer of 1934.

We are so convinced of the high value of this enterprise that we are eager to continue it during the summer of 1935. If we are able to do so, we should like to build a program around the study of our undergraduate work here and the study of the elementary and secondary curriculum which has been in progress in the State Department of Education at Raleigh. With both of these studies, of course, you are familiar. As you know also both studies are supported by the General Education Board. Our own study here comes to a conclusion July 1,1935; and I think the study that is being conducted by the State Department of Education concludes in September or October of that year.

It seems to us that next summer would be a most appropriate time to point up and summarize the results of these important studies, through the Institute of Education. Our plan would be to concentrate the work of the Institute more nearly than in 1934 in the Chapel Hill unit of the Summer Session. We should like to invite to it leading educational workers in the field of higher education in this and nearby states to discuss the findings of our own study and our plan of reorganization in the undergraduate work. We should also like to invite the leading educational administrators particularly in this State to discuss with Superintendent Clyde Erwin and Dr.J.E.Hillman and their committees the results of their study. Superintendent Erwin is very sympathetic with this plan and pledges his complete cooperation, as you will see by the attached letter from him. The influence of the Institute last year was so definite and so fine that we are very anxious to continue it and to consolidate the gains which the Institute made for education hereabouts last summer.

A description of the Institute of 1934 appears in the attached report. The program which we should like to provide during the Summer Session of 1935 would call for the following resources:

A specialist in the elementary curriculum to work at The Woman's College at Greensboro.....	$500
A specialist in the secondary curriculum to work at the Chapel Hill unit of the University..	$500
A specialist in agricultural education, vocational and industrial arts to work at the State College of Agriculture and Engineering at Raleigh.....	$500
Travel of distinguished lecturers to the Institute at Chapel Hill.....	$2000
	$3500

These three specialists and the lecturers would enable us to build a very effective program which would be of great usefulness to the whole cause of education in this State and this section. The idea is to concentrate our best thinking on the significance of the two studies referred to above.

Our plan to study the needs and opportunities of the Summer Session of the Consolidated University at each of its three units finds us a bit handicapped because of budgetary limitations. The Director and the assistant to the Director should have the opportunity to acquaint themselves with the best practices in Summer Session work in this country. This could best be provided by travel, and we think that the sum of $750 would meet this pressing need for 1935. This need is all the more pressing because the Legislature, which we hope and believe will provide a Summer Session budget for the University of North Carolina, will probably not take action on our request until late spring. And we need this fund to enable us to proceed as early as possible.

We are confident that the sum here requested ($4250) would be an excellent investment in education in the Southeastern states, and I hope that you will transmit this request to the General Education Board, through Dr.Jackson Davis.

Very sincerely yours,

Edgar W.Knight

K:h

President Frank P.Graham
Chapel Hill,N.C.

NC-Fi.4

COPY

December 29, 1934

President Frank P. Graham
The Univetsity of North Carolina
Chapel Hill, North Carolina

My dear President Graham:-

This is my first opportunity to reply to your letter of the 22nd, requesting $3,500 to continue the Institute of Education during the summer of 1935, and $750 for the traveling expenses of Professor Knight and his assistant in visiting summer schools. The letters and report from Mr. Knight and State Superintendent Erwin describe the project in detail and it will give me pleasure to discuss the matter with our officers at my next opportunity.

With kindest regards and best wishes for the New Year,

Cordially yours,

(Signed) Jackson Davis

JD-W

CC to LMF

NC-81.4
1935

December 29, 1934

Mr. Edgar W. Knight
The University of North Carolina
Chapel Hill, North Carolina

Dear Mr. Knight:-

I found myself swamped when I got back on Christmas Eve, so please forgive my delay in replying to your several letters which I have read with much interest.

First, of all, let me congratulate you on your appointment to a Kenan Professorship. It is a deserved recognition.

I am pleased to note the cordial interest of State Superintendent Erwin in your proposal. I shall be in New York next week and shall discuss the proposal with the officers of the Board. May I raise the question whether our present appropriation for your study which runs to July 1st, provides sufficiently for your own travel? If that is not, would you need as much as $750 for the item of travel for yourself and your assistant?

There may be other questions which we will want to take up with you after the preliminary discussion.

With kindest regards and best wishes for the New Year,

Cordially yours,

(Signed) Jackson Davis

JD:W

CC to LMF

JAN 14 1935

DHS PM
C-REO
TA
Sr.T LMF
WWB WWS

1150
Jai
JC-
81.4

January 8,1935

AMJ

Dear Dr.Davis:

Mr. Favrot and I had a very satisfactory conference this morning in Raleigh with State Superintendent Erwin and Dr.J.E. Hillman, concerning the curriculum study which is being made by the State Department of Education.

I am writing to say that we should like to relate the program of the proposed Institute of Education next summer very closely to this study. We should like to bring to the University of North Carolina two or three people who can be of help as a sort of steering committee to Dr.Hillman and his committee. We have in mind such people as Miss Mildred English, of the Raleigh City Schools, who has done and is still doing a significant work in the revision of the curriculum in both the elementary and secondary fields; Dr. E.H. Garringer, Principal of the Central High School, Charlotte, who is fresh from a period of advanced study and who is considered one of the best secondary school workers in this State; Mr.E.T.McSwain, formerly of the Greensboro City Schools, and now a student at Columbia University, who is considered one of the best people in this State in elementary education. I happen to know also that Mr. McSwain is very highly regarded at Teachers College, where he has held a Fellowship or Assistantship for the past two years and who is finishing his work for the doctorate. I spoke to Miss English today about her helping us. I am sure we can get Dr.Garringer, and I believe we can get Mr. McSwain. We should want these people to work in connection with the State study of the curriculum, perhaps at Chapel Hill and also at Greensboro. In addition, we should like to bring to Chapel Hill or to Greensboro or to both places during the Summer Session as many key people as possible, to be selected by Superintendent Erwin and Dr.Hillman, to help in the curriculum study.

I think that we could use to advantage a part of the $2000 requested in President Graham's memorandum to you concerning the Institute, and this we should like to do. This would, of course, cut down the amount available for distinguished outside visitors to the Institute, but I believe this would be a useful expenditure of the appropriation.

I am sending this supplementary statement to you and wish to say again that the University of North Carolina and all of us are interested in helping State Superintendent Erwin produce a significant course of study for the schools of this State. We wish to cooperate fully with him and the State Department of Education and with the General Education Board. We shall do all we can to utilize our Summer Session to

this end.

With all good wishes, I am

Very sincerely yours,

Edgar W.Knight
Director

Kih

Dr.Jackson Davis
General Education Board
804 Grace-American Building
Richmond, Va.

Copy to Dr.Jackson Davis
General Education Board
49 West 49th Street
New York City

FORM 624

FEB 15 1935

GMB JAN 23 '35		
AGA		
WWB	FEB 19 '35	

NC-81.4
(1935)

January 23, 1935

My dear President Graham:

At the meeting of the Executive Committee held January 18, the officers presented your request of December 22, 1934, for $3,500 to pay the cost of special work relating to curriculum organization during the summer sessions at the several units of the University in 1935, and $750 to cover the travel expenses of the director and assistant director of the summer school while visiting other institutions to study summer school practices.

It gives me pleasure to inform you that the executive officers were authorized in their discretion to commit the Board to a grant of $4,250, or as much of that sum as may be needed, to the University of North Carolina for the purposes mentioned above and in accordance with the budget submitted in your letter.

When the details for carrying out these purposes have been arranged, please inform the officers so that funds may be released for payment on account of the grant. A signed accounting should be rendered as soon after the close of the summer session as possible, and any unexpended balance returned to the Board.

Very truly yours,

W. W. BRIERLEY

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

WWB:MAM
Copies to JD and LMF

IH 9

NC-81.4
1935

JUN 20 1935

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
DEAN OF ADMINISTRATION

June 6, 1935.

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York City

My dear Mr. Brierley:

We shall be very grateful if you can make available shortly the remainder of the grant which you so generously made to us January 23, 1935, in connection with the curriculum study which is being carried for the State Department of Education and our own studies here in the field of higher education.

The original grant was $4250, of which you have made available the sum of $1,000. We are now ready to proceed with further work, and for that reason I am taking the liberty of writing you this way.

We are all grateful for your continued interest in the University of North Carolina.

Cordially yours,

R. B. House
Dean of Administration.

RBH-1

I 2783
I-H-9
$ 3,250 Balance

35958

NC-81.4
1935

FEB 11 1935

INTER-OFFICE CORRESPONDENCE

	files		✓	

G.E.B. No. 725
February 8, 1935

I-2783 UNIVERSITY OF NORTH CAROLINA - Summer School

On January 18, 1935, the Executive Committee of the General Education Board authorized the executive officers in their discretion to commit the Board to an appropriation to the University of North Carolina of $4,250, or as much thereof as may be needed, to be used during the summer session of 1935 for special activities relating chiefly to curriculum reorganization.

In a letter dated February 1, 1935, President Frank P. Graham writes as follows: "It is our plan to help Superintendent Erwin and Dr. Hillman bring to the Summer Session some key people in the State, who are working with these gentlemen in the Curriculum Study; and a part of the appropriation which you have so generously made will be used for this purpose. In addition, we are providing a Conference dealing with the Problems of the Curriculum Instruction, and Administration in Higher Educational Institutions, to which we shall bring authorities in this field to work with us here, at Raleigh, and at Greensboro. In this Conference the relation of Secondary Education to Higher Education will be one of the important subjects considered. Professor Edgar W. Knight has been at work for some weeks on the details for carrying out these plans, which are taking form very satisfactorily. We shall, therefore, be grateful if the funds may be released at your convenience for payment on account of the grant."

The executive officers hereby release to the University of North Carolina the sum of $4,250, or as much thereof as may be needed, to be used during the summer session of 1935 for special activities relating chiefly to curriculum reorganization, and authorize the Auditor to remit $1,000 immediately, further remittances to be made as needed.

Approved: _____
Secretary

_____
President

KBO

FORM 106

FEB 15 1935

GJB-Mail
aka -
Vo HSN - 2/11/35
MPH.

NC-81.4

February 6, 1935.

My dear President Graham:

I have received your letter of February 1, in which you speak of the formulation of plans for carrying forward summer work relating to curriculum organization. I note that Professor Knight has been at work for some weeks in arranging the details for conducting the project, and that he would like to have the Board make part of the appropriation immediately available. In accordance with this request, the officers have released the Board's grant of $4,250 to the University of North Carolina, and have authorized the prompt payment to the University of $1,000 on account. This will doubtless be sufficient to cover the preliminary expense, and the Auditor will make further remittances when needed.

HSN.

Very truly yours,

W. W. BRIERLEY

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

WWB/CMC

C/C to J.D. & L.M.F.

Vo. 35275

FEB 15 1935

NC-81.4
1935

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

February 1, 1935.

WWB	FEB 15 35	WWB	2/8/35
TA	FEB 15 '35	TA	
DHS	FEB 15 '35	DHS	
AMJ	FEB 18 '35	AMJ	

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York, N. Y.

My dear Mr. Brierley:

Please accept our best thanks for your letter of January 23rd, informing us that the executive officers of the General Education Board had authorized the grant of $4,250.00 to enable us to complete the work relating to curriculum organization during the Summer Sessions at the three divisions of the University of North Carolina, and to provide some expenses of travel in connection with the Summer Session.

We cannot tell you how greatly this grant heartens all of us here. It enables us not only to complete more nearly than would have been possible without the grant the work which we have been engaged upon here for two years, but also to cooperate more closely with Superintendent Clyde Erwin and Dr. J.E.Hillman in the Study which is being conducted through the State Department of Education on the Curriculum of Elementary and Secondary Schools of the State. It is our plan to help Superintendent Erwin and Dr. Hillman bring to the Summer Session some key people in the State, who are working with these gentlemen in the Curriculum Study; and a part of the appropriation which you have so generously made will be used for this purpose. In addition, we are providing a Conference dealing with the Problems of the Curriculum Instruction, and Administration in Higher Educational Institutions, to which we shall bring authorities in this field to work with us here, at Raleigh, and at Greensboro. In this Conference the relation of Secondary Education to Higher Education will be one of the important subjects considered. Professor Edgar W. Knight has been at work for some weeks on the details for carrying out these plans, which are taking form very satisfactorily. We shall, therefore, be grateful if the funds may be released at your convenience for payment on account of the grant.

A signed accounting will be rendered your office as soon after the Summer Session as possible. An accounting of the grant which you so generously made us last summer for the Institute of Education will reach you within a few days.

The continued interest of the General Education Board and its officers in the University of North Carolina greatly increases our courage in these difficult days.

With renewed thanks and with all good wishes, I am

Very sincerely yours,

Frank P. Graham

Frank P. Graham,
President

FEB 25 1935

NC-Fl. 4
(1934)

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
DEAN OF ADMINISTRATION

FEB 18 '35 FEB 18 '35 FEB 18 '35 2'1P'35

February 14, 1935.

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York, N. Y.

My dear Mr. Brierley:

I enclose a report of expenditures in connection with the Institute of Education held here last year under a grant of two thousand dollars from the General Education Board.

Let us tell you again how grateful we are to you for this generous assistance. This grant enabled us to vitalize and greatly strengthen the work of the Summer Session at each of the three divisions of the University -- at the State College in Raleigh, at the Woman's College in Greensboro, and here in Chapel Hill. Professor Edgar W. Knight, who had charge of the Institute, has made a detailed report of its work to Dr. Jackson Davis, but I should like to add to his report my own testimony of the value of the Institute. It was one of the most effective activities ever provided in our Summer Session and its usefulness was far reaching.

With all good wishes and with renewed thanks for your continued interest in the University of North Carolina, I am

Very sincerely yours,

R. B. House
Dean of Administration.

RBH-1

FEB 25 1935

NC-81.4
(1934).

REPORT OF EXPENDITURES ON THE INSTITUTE OF EDUCATION

THE UNIVERSITY OF NORTH CAROLINA

1934

Travel and Entertainment of Visiting Lecturers	$1,104.84
Printing, Stamps, Stenographic Service, Telephone, Telegrams, etc.	196.04
Salary and Travel of Specialists in Elementary Education at Greensboro and in Secondary Education at Chapel Hill	1,036.50
TOTAL	$2,337.38

Noted MLP

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I49
3/16/34

FEB 25 1935

NC-Pl.4
(1934)

February 18, 1935.

My dear Dean House:

We appreciate your thoughtfulness in writing us as you did on February 14th, expressing appreciation of the General Education Board's grant for the Institute of Education at the University of North Carolina during 1934. I wish to assure you that it was a source of gratification to the Board to be of this assistance.

The statement of expenditures is being referred to our Auditor.

Very truly yours,

W. W. BRIERLEY

Dean R. B. House,
The University of North Carolina,
Chapel Hill, North Carolina.

WWB/CMC

C/C to J.D. & L.M.F.

NOV 23 1935

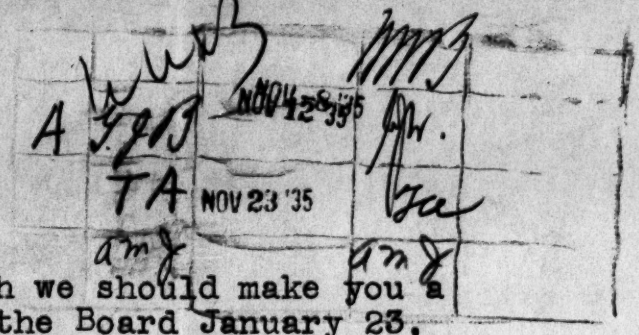
NC-f1.4
(1935)

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE
DEAN OF ADMINISTRATION

11/15/35

November 7, 1935.



Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

My dear Mr. Brierley:

The time has arrived at which we should make you a report on the grant made by the Board January 23, 1935, for the following purposes: to pay the cost of special work relating to curriculum organization during the summer session at the three divisions of the University, and to cover the travel expenses of the director and secretary of the summer session and others while visiting other institutions to study summer session practices.

Travel and entertainment of guest lecturers for the course in the problems of the curriculum and instruction in higher educational institutions	$1866.23
Specialist in Secondary Education at Chapel Hill, in Elementary Education at Greensboro, and in Vocational Education at Raleigh	1200.00
Aid to students in the Curriculum Study of the State Department of Education	704.04
Travel for members of the University staff	607.64
Total	$4377.91

Expenditures on these enterprises exceeded the grant by the General Education Board in the sum of $127.91. The University of North Carolina will absorb the difference.

We noted marked progress and interest in the matter covered by the project, and have been gratified from

visits, inquiries, and suggestions by local people and the continuation of visits and inquiries by representatives of the greater Universities who were so helpful in carrying forward the project.

Cordially and sincerely yours,

R. B. House
Dean of Administration.

RBH-L

I 3783
I-H-9

NC-81.4
(1935)

NOV 23 1935

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Maine WWB	NOV 13 '35	
DXS	NOV 16 '35	
WSH PH	NOV 16 '35	

November 15, 1935

My dear Dean House:

Many thanks for your letter of November 7th setting forth expenditures under the Board's appropriation I 2783 to the University of North Carolina for special activities relating chiefly to curriculum reorganization.

Very truly yours,

ARTHUR G. ASKEY

Dean R. B. House
The University of North Carolina
Chapel Hill, North Carolina

AGA:CWW

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

OFFICE OF THE PRESIDENT

February 5, 1936

Dr. Jackson Davis
General Education Board
Grace-American Building
Richmond, Virginia

My dear Dr. Davis:

Since our conversation when you were here a few weeks ago, Professors Odum, and Knight and I have been thinking and talking about the proposed institute or seminar for teachers of sociology and economics in a group of fifteen or twenty colleges in the southeastern states, - a project which we discussed with you. During the past two summers you and your Board have been very generous in cooperating with us in providing conferences and institutes on the success of which Professor Knight reported to you. These activities, which were made possible by grants from your Board, were participated in by distinguished visiting specialists as well as members of our own faculty and many school administrators from this and nearby states. Of special value was the conference on higher education, held here in the summer of 1934, and the conferences on public educational administration and problems in higher education, conducted here in the summer of 1935. All of us here believe that these activities were very effective and highly successful, and we are very grateful for the aid which your Board gave us to make these institutes and conferences possible.

As you know, Professors Odum and Knight and I have been interested in undertaking to have here next summer an institute or seminar in the teaching of sociology and economics. We need not tell you, who are so familiar with problems in the Southeast, that the importance of these subjects and the increased interest in them make this a peculiarly opportune time for us to do whatever is possible to improve instruction in these fields. Moreover, we believe that the effectiveness of the significant Southern Regional Study could be greatly increased by an institute or seminar in which the material and implications of that Study could be discussed by teachers of sociology and economics in a number of colleges in the Southeast, including teachers of rural economics in some of the Land Grant colleges, under the leadership of some members of our own faculty here and visiting specialists. Our plan is to make such a seminar or institute basic in the teaching of these subjects. The teachers whom we would invite should be selected from strategic places in the southeastern states and we should, of course, need your advice in making the selection, if this seminar or institute can be provided.

Another advantage which we see in the proposed institute or seminar appears in the large number of courses which will be conducted here during the Summer Session in the fields of economics, sociology, political science, education, public welfare, and public administration, which would be available also to any of the professors who would come in from the colleges in the Southeast to participate in the institute or seminar on the teaching of sociology and economics. The University of North Carolina will cooperate fully with its own staff members. But we need additional funds for the following purposes:

Travel and living expenses for two weeks in Chapel Hill for the invited teachers from fifteen or twenty colleges in the southeastern states	$3500.00
Honoraria for three visiting lecturers	750.00
Incidentals: postage, telegraph, clerical assistance, and printing	750.00
TOTAL	$5000.00

I am writing to request the General Education Board to grant us this sum for the purposes set out above. It is our hope and belief that next year we shall be able to continue on our own resources such activities as you have so generously assisted us with during the past two summers. We are undertaking in the summer of 1936, under a very restricted budget, to provide for at least two of the activities which you provided last year: the conference on public educational administration and the course dealing with problems of the curriculum, instruction, and administration of higher educational institutions. The institute or seminar proposed in this letter is, we believe, of utmost importance, but we cannot provide it without outside aid; and I earnestly trust that your Board will see fit to grant the request which I make here.

With kind personal regards and with all good wishes, I am

Sincerely yours,

Frank P. Graham

Frank P. Graham
President

February 11, 1936

My dear Dr. Graham:

In the absence of Mr. Davis I am writing to acknowledge receipt of your letter of February 5 in which you make application for a grant of $5,000 for a seminar on sociology and economics to last approximately two weeks this summer. This request is being recorded and in due course will come to the attention of Mr. Davis and the other officers of the Board.

Mr. Davis expects to return to the office next Tuesday and if further information in support of your request is needed he will write you.

I am glad to learn from President Knight's telegram that you are feeling better.

With kindest regards to you and Mrs. Graham, I am

Sincerely yours,

IRENE E. GOLDEN

Assistant to Mr. Davis

President Frank P. Graham
University of North Carolina
Chapel Hill
North Carolina

IEG:MH

FORM 634 MAR 4 1936

GJB	Mail	JHW
AGA		

N C 81.5
Univ. of North Carolina
Seminar in Teaching
Sociology & Economics

March 3, 1936

My dear President Graham:

I have the honor to inform you that at a meeting of the Executive Committee of the General Education Board held February 28, 1936, favorable action was taken on the request submitted in your letter of February 5th, and the sum of $5,000, or as much thereof as may be needed, appropriated to the University of North Carolina for a seminar in the teaching of sociology and economics to be held in the summer of 1936.

It was noted that the seminar is to be under the direction of Professors Odum and Knight, with the co-operation of the associated departments of the University, and to be held during the period June 11 to July 22, and that it is planned to bring together teachers of sociology and economics from a group of fifteen or twenty institutions in the southeastern states and also teachers of rural economics in some of the land-grant colleges.

Please communicate with us when plans for the seminar have been definitely matured, and arrangements will be made for the remittance of the Board's grant. In accordance with our procedure the Auditor will require a signed statement of accounting of sums expended shortly after the close of the seminar, and the return of any unused portion of the Board's grant.

Sincerely yours,

W. W. BRIERLEY

President Frank P. Graham
University of North Carolina
Chapel Hill, North Carolina

WWB:KBO

COPIES TO JD & LMF

36841

NC 815

I N T E R V I E W -

Circulate to TA
DHS
WWB

CCs to NY and BR offices

Dr. Howard W. Odum and Mr. Edgar W. Knight of the University of North Carolina with Mr. Jackson Davis in Chapel Hill

March 23, 1936

The conference will probably take place the last two weeks in June. Preliminary contacts have already been made with a number of teachers of economics and sociology and they have responded with much interest. We ran over the list of colleges and universities and a number of other institutions in which Dr. Odum and Mr. Knight had contacts. They have made up a good list of invited speakers. They hope to secure Provost Mann for two days and will include representatives from a number of the land-grant colleges.

Odum said he would be glad to submit a memorandum regarding a grant for studies in Southern folk-lore. He thinks the University of North Carolina and Vanderbilt are doing more in this field than any other universities.

JACKSON DAVIS

JD:LC

AUG 6 1936

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

	JD	7/2/36	JD	
I	TA		TA	
	JHS		JHS	
	JD	AUG -6 '36	GN	

July 1, 1936

Mr. Jackson Davis
General Education Board
Grace-American Building
Richmond, Virginia

Dear Mr. Davis:

Here are the clippings from the New York Times only. We shall be sending you others later. Knight was over this morning and we agreed to send you this advanced copy.

Cordially and hurriedly yours,

Howard W. Odum

HOWARD W. ODUM.
Director

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

July 6, 1936

A	JD GG GMW	7/7/36	JD GMW	7/20/36

Mr. Jackson Davis
General Education Board
Grace-American Building
Richmond, Virginia

Dear Davis:

It will be quite satisfactory for you to retain the little bound clippings. I am sending you this afternoon two other sets. One of these is the state publicity for the Institute, and the other is the south-wide publicity on SOUTHERN REGIONS.

It occurs to me that if I mail them this afternoon you could let the officers see all three of these.

If you should wish a set of each of these, I think we could get you one. We do not, however, have a complete duplicate of any of these except the New York Times set. I am sure, however, you could keep the one on the state-wide publicity if you wish it.

I am sending you also a first draft of the findings of our secretariat-steering committee. Dr. Jocher and the other members of this secretariat-steering committee worked day and night on this Sunday and Monday. This, however, you understand, is still in the unrevised stage and will be used only as a preliminary report. The introduction and conclusion have not been completed.

Our Institute staff is assembling all of these things, including a typewritten report of every meeting. It will take the staff sometime, of course, to get these things completed, but we shall provide you a copy of this.

There are many letters written in a more or less confidential way which I ought not to send you, but I wish you would look over them sometime. I am making copies and giving Knight copies of them for his records.

There were quite a few dilemmas in the selection of the various committees, especially the one on doing the manual for SOUTHERN REGIONS. All of the committees, however, functioned admirably and seemed to be happy. It was the workingest group that I have seen. In the meantime, however, Brooks is very enthusiastic as chairman of the Manual Committee and will do a jam-up job. I should like to ask your advice a little later about this latter.

Gerald Johnson is doing one of his inimitable portraitures, and as soon as that comes in I want to talk to you about the best ways of publishing the two.

I shall be here now throughout the summer, leaving Chapel Hill for only a day at Raleigh and from August 2-4 in Chicago.

We have written every member of the Institute thanking him for his participation, with the exception of a few whom I am writing special letters this week. Knight and I have the good old "family custom" of sending copies of letters to each other, so that we shall be pretty clear.

Cordially yours,

HWO-m

HOWARD W. ODUM.
Director

July 20, 1936

My dear Odum:

Thank you warmly for your good letters and for all the material you have sent to me. I am very anxious to have a talk with you but we are leaving in the morning for New York and then we are driving on up to Canada for a few weeks' rest. It will be the last of August or the first of September before I get back. At that time I hope that we can have a good chat together.

Cordially yours,

JACKSON DAVIS

Dr. Howard W. Odum
University of North Carolina
Chapel Hill
North Carolina

JD:G:LS

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

	JD	7/8/36	JD	

July 7, 1936

Mr. Jackson Davis
Grace-American Building
Richmond
Virginia

My dear Mr. Davis:

In accordance with Dr. Odum's suggestion, we take pleasure in sending you clippings on the Institute on Southern Regional Development and the Social Sciences together with a summary of the program and findings of the Institute. Since we do not have a duplicate copy of all the clippings, we should appreciate having these back at your convenience. However, there is no hurry about this. We should be glad to have you retain the typed materials if you would like to have them for your files. The clippings on Southern Regions of the United States will be coming along a little later, since we are still receiving a goodly number of these and are assembling them as they come in.

It was good to have a glimpse of you while the Institute was in progress. We hope you will be coming this way soon again.

Cordially yours,

Katharine Jocher

ENCLOSURES
KJ-b

KATHARINE JOCHER
Assistant Director

P R O G R A M

INSTITUTE ON
SOUTHERN REGIONAL DEVELOPMENT AND THE SOCIAL SCIENCES
Room 301, Alumni Building
University of North Carolina
Chapel Hill

Wednesday, June 17, 1936

FIRST SESSION -- 11:00 A. M.

Presiding: EDGAR W. KNIGHT, University of North Carolina

Topic for Discussion: Organization, selection of major areas of concentration, the development of Institute program beyond the first few days, agreement on general procedures
HOWARD W. ODUM, University of North Carolina

SECOND SESSION -- 1:00 P. M.

Luncheon Meeting: The Carolina Inn

Presiding: EDGAR W. KNIGHT, University of North Carolina

Greetings to the Institute: President FRANK P. GRAHAM, University of North Carolina

Topic: The significance of this Institute and the problems which it presents to the members
L. R. WILSON, University of Chicago

Thursday, June 18, 1936

THIRD SESSION -- 10:00 A. M.

Presiding: R. Y. WINTERS, State College of Agriculture and Engineering of the U. of N. C.

Topic for Discussion: Coordinating the program of teaching, research, extension and technical services in agricultural economics and rural sociology
G. W. FORSTER, State College of Agriculture and Engineering of the U. of N. C.

Southern Regional Development

FOURTH SESSION -- 8:00 P. M.

Presiding: WILSON GEE, University of Virginia

Topic for Discussion: Coordinating the program of teaching, research, extension and technical services in agricultural economics and rural sociology (continuation of morning session)

T. J. WOOFTER, JR., Works Progress Administration, Washington, D. C.

Friday, June 19, 1936

FIFTH SESSION -- 10:00 A. M.

Presiding: RICHARD H. SHRYOCK, Social Science Research Council

Topic for Discussion: Toward a program of soil conservation in the Southeastern Region

CARL SAUER, University of California
C. W. THORNTHWAITE, Division Climatic and Physiographic Research, Soil Conservation Service, Washington, D. C.
F. G. MORRIS, University of Durham

SIXTH SESSION -- 8:00 P. M.

Presiding: D. D. CARROLL, University of North Carolina

Topic for Discussion: Development and significance of the concept of "the region" -- definitions and practical applications

HARRY MOORE, University of North Carolina
CARL SAUER, University of California

Saturday, June 20, 1936

SEVENTH SESSION -- 10:00 A. M.

Presiding: W. E. GETTYS, University of Texas

Topic for Discussion: What are the possibilities for region-wide research and development agencies in the Southern Regions?

HOWARD W. ODUM, University of North Carolina
WILSON GEE, University of Virginia
CLARK FOREMAN, Public Works Administration

Southern Regional Development

Monday, June 24, 1936

EIGHTH SESSION -- 10:00 A. M.

Presiding: W. W. ALEXANDER, Rural Resettlement Program

Topic for Discussion: To what extent and how may there be further profitable for the Negro in the Southeast and region-wide cooperation and coordination of efforts between Negro colleges and universities and white colleges and universities?

GUY B. JOHNSON, University of North Carolina
JOHN W. MITCHELL, A. and T. College
H. C. NEWBOLD, Division of Negro Education, N. C. State Department of Education

NINTH SESSION -- 8:00 P. M.

Presiding: C. V. NOBLE, University of Florida

Topic for Discussion: Farm tenancy and the Bankhead Bill
W. W. ALEXANDER, Rural Resettlement Program

Tuesday, June 25, 1936

TENTH SESSION -- 10:00 A. M.

Presiding: G. W. FORSTER, State College of Agriculture and Engineering of the U. of N. C.

Topic for Discussion: Preliminary reports of the Committees on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology

(a) The Place of Agricultural Economics and Rural Sociology in the Land Grant Colleges in the Southern Region

(b) Personnel in Agricultural Economics and Rural Sociology

(c) Cooperation of Agricultural Economics and Rural Sociology Activities at Land Grant Colleges and Institutions

(d) The Status and Problems of Agricultural Economics and Rural Sociology in Land Grant Colleges and Universities

TAYLOR MATTHEWS, State College of Agriculture and Engineering of the U. of N. C.

Southern Regional Study

ELEVENTH SESSION -- 8:00 P. M.

Presiding: GOODRICH C. WHITE, Emory University

Topic for Discussion:

(a) Preliminary report of the Committee on A Uniform Program for State Conferences of Social Work and Standards of Public Welfare
COYLE E. MOORE, Florida State College for Women

(b) Trends in interracial cooperation
W. W. ALEXANDER, Rural Resettlement Program

Wednesday, June 24, 1936

TWELFTH SESSION -- 10:00 A. M.

Presiding: W. J. MATHERLY, University of Florida

Topic for Discussion: Recommendations for regional planning

(a) Preliminary report of the Committee on Region-Wide Research and Development Agencies
W. E. GETTYS, University of Texas

(b) Preliminary report of the Committee on Regional Planning Recommendations
RAYMOND D. THOMAS

THIRTEENTH SESSION -- 8:00 P. M.

Presiding: RAYMOND D. THOMAS, Oklahoma A. and M. College

Topic for Discussion: The southern regions and the cooperating agencies of the government

(a) The Tennessee Valley Authority
T. LEVRON HOWARD, Tennessee Valley Authority

(b) Experiment in cooperative community planning, Greenville County, South Carolina
B. R. GEER, President, Furman University

(c) Land use planning in the Resettlement Administration
PAUL V. WAGER, Land Use Planning Section for Region Four in the Resettlement Administration

Thursday, June 28, 1934

FOURTEENTH SESSION -- 10:00 A. M.

Presiding: M. R. TRAUM, University of North Carolina

Topic for Discussion: Teaching of the Social Sciences

(a) Teaching of courses in marriage
ERNEST R. GROVES, University of North Carolina

(b) The orientation course in social science at the University of North Carolina
C. B. ROBSON, University of North Carolina

(c) The orientation course in social science at the University of Florida
W. J. MATHERLY, University of Florida

(d) Preliminary report of the Committee on the Teaching of the Social Sciences
HAROLD D. MEYER, University of North Carolina

FIFTEENTH SESSION -- 8:00 P. M.

Presiding: O. C. CARMICHAEL, Vanderbilt University

Topics for Discussion:

(a) The Southern Policy Committee
H. C. NIXON, Tulane University

(b) Report of the Committee on the Preparation of a Manual for Southern Regions of the United States
LEE M. BROOKS, University of North Carolina

(c) Final report of the Committee on Coordination of Work Between Negro Institutions and White Institutions
GUY B. JOHNSON, University of North Carolina

(d) Final report of the Committee on Uniform Program for State Conferences of Social Work and Standards of Public Welfare
COYLE E. MOORE, Florida State College for Women

Friday, June 29, 1934

SIXTEENTH SESSION -- 10:00 A. M.

Presiding: A. R. MANN, Cornell University

Topic for Discussion: Research in population with special

Southern Regional Development

reference to the Southern Regions
W. F. OGBURN, University of Chicago

SEVENTEENTH SESSION -- 8:00 P. M.

Special Session: 103 Bingham Hall

Presiding: EDGAR W. KNIGHT, University of North Carolina

Topic for Discussion: Practical problems and outlook of the regional program from the administrative viewpoint

Vice Chancellor O. C. CARMICHAEL, Vanderbilt University; Provost A. R. MANN, Cornell University; President FRANK L. McVEY, University of Kentucky; Dean GOODRICH C. WHITE, Emory University; President WILLIAM P. FEW, Duke University; Dean R. B. HOUSE, University of North Carolina

Saturday, June 27, 1936

EIGHTEENTH SESSION -- 10:00 A. M.

Presiding: O. C. CARMICHAEL, Vanderbilt University

Topics for Discussion:

(a) Final report of the Committees on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology
B. O. WILLIAMS, Clemson Agricultural College

(b) Final report of the combined Committees on Region-Wide Research and Development Agencies and Regional Planning Recommendations
GOODRICH C. WHITE, Emory University

(c) Resumé of the Institute and reports
A. R. MANN, Cornell University; JACKSON DAVIS, General Education Board; W. F. OGBURN, University of Chicago

SUMMARIES OF REPORTS OF COMMITTEES:

1. Committees on Regional Planning and Research
2. Committee on Teaching the Social Sciences
3. Committee on the Preparation of Manual on Southern Regions
4. Committee on Uniform Program for State Conferences of Social Work and Standards of Public Welfare
5. Committee on Coordination of Work Between Negro Institutions and White Institutions
6. Committees on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology

REGIONAL PLANNING AND RESEARCH

The Institute devoted much of its time to a discussion of social planning and social science research in the southern regions. Among the problems considered were: lack of financial support, duplication, lack of coordination, inadequacy of studies in several important fields, shortage of trained personnel, failure to translate research into planning and action, and the growing importance of local, state, national, and regional planning.

The discussions and the reports of two committees appointed to study these problems centered around three proposals: (1) An independent endowed organization to carry on regional research through its own trained personnel; (2) an agency for the promotion of research through educational institutions and other research organizations; and (3) a regional agency for the promotion of social planning and action. By vote of its members the Institute merged the two committees dealing with these problems and approved the second and third proposals.

It was the view of the Committee that the Institute is not prepared to reach final conclusions regarding the details concerning effective plans for promoting and coordinating research on a region-wide basis and for establishing a regional agency or agencies for planning and action.

The recommendations of the joint committee, as approved:

First, that a committee of five persons, with Professor Howard W. Odum as a sixth member and chairman, be designated to work out ways and means by which

a. A coordinated program of regional research may be developed through the educational institutions and research agencies of the region, and

b. A planning and action agency or agencies may be set up for developing and carrying into effect programs for regional improvement.

Second, that Professor Odum designate the persons to serve on this Committee.

Third, that the Committee be authorized to add to its membership as many persons as it may deem advisable.

Fourth, that the Committee give full consideration to all preliminary and final reports of the various committees of this Institute.

Fifth, that the Committee take the initiative in calling a meeting or conference at a convenient time and place, and that such a conference consider the report or reports of the Committee.

Sixth, that the conference called by the Committee be fully representative of all interests--academic, institutional, business, political, and others--which might be concerned with the findings and recommendations of the Committee.

THE TEACHING OF THE SOCIAL SCIENCES

The past decade has witnessed a rapid growth of the social sciences as curriculum subjects in secondary schools, teacher training institutions, colleges and universities throughout the southern region. These subjects are offered and taught in many of the high schools in every state of the region. They are found in the curriculum of most of our teacher training institutions, generally in some meager way. Colleges and universities are constantly increasing their offerings. The state superintendents of public instruction within the region believe that the subjects have a definite place in the curriculum and will continue to expand. Leading high school principals report an increasing and enthusiastic interest of their students in this field. Professors of the social sciences in our southern universities and colleges overwhelmingly agree that the subjects are growing in popularity and stability. In connection with this growth, a number of very definite problems have arisen in the teaching of the social sciences--problems relating to the certification of teachers, the preparation of trained leaders, the general disagreement as to course content and the ineffectiveness of cooperation among the branches of the social sciences. This report does not attempt to present the details of these problems, but is presenting some recommendations which should

be studied and acted upon in order to bring about a more effective presentation of the social sciences in the secondary schools, the teacher training institutions, the colleges and the universities.

Although we recognise that some of our high schools and colleges have made great progress in this field, we believe that the teaching of social science would be greatly benefitted by the general adoption of the following recommendations.

1. The certification of teachers of social science in the secondary schools within the states of the region should be critically examined, and the requirements for a teacher's certificate in the social sciences be made equal to the prevailing standards for teachers in other subjects.

2. Consideration should be given to course content in the social sciences along all levels, without reference to departmental lines, and a plan of coordination of the social science material should be worked out. We believe that on the secondary school level the composite type of course is superior to specific courses in government, economics, or sociology, as such.

3. It is important for the success of the educational program that the social science departments of the teacher training institutions, colleges and universities provide adequate special training for social science teachers on both the secondary school and college levels.

4. Because of the importance of the teacher training institutions in advancing the quality of work in the social science field, these institutions should be encouraged to add to their offerings in this field, and to emphasize materials as well as methods.

5. A realistic and contemporary life approach should be the foundation of teaching methods. An attempt should be made to avoid the formal textbook type of course and to encourage independent and original thinking.

6. We believe that a stronger, closer and more effective coordination of the departments representing the social sciences within our colleges and universities is essential.

There is urgent need for a better spirit of and more specific activities in cooperation.

7. Recognizing the two-fold function of social science teaching--that of planning for advanced work and also for immediate citizenship--we urge that departments in the social sciences accept both of these responsibilities and plan accordingly their curriculum offerings and their guidance of student life.

8. Since we believe that the laboratory of the social sciences is the community, that the teacher of a social science subject can contribute much to community life, and that the community can also enrich the teaching process, we recommend that the teacher in the field of social sciences be allowed the freedom and opportunity to coordinate classroom teaching and community activities in every way possible.

STUDY MANUAL FOR SOUTHERN REGIONS OF THE UNITED STATES

Because the Southern Regional Study was not prepared for the use of those unfamiliar with the field of the social sciences and because of the great value of this volume and the widespread interest in it, the Institute appointed a committee to plan a manual for the use of educational institutions and study groups.

Recommendations

1. Part I of the manual shall contain a readable, non-technical yet factual analysis and interpretation by some skillful writer who can weave the facts and values into a pattern that will interest the layman and the student, this part of the manual to be from 125 to 150 typewritten pages in length.

2. Part II shall comprise two dozen units of study concretely based upon significant factual material, these units to be prepared by from 4 to 5 cooperating social scientists each of whom will share in working up the details of study matter, all such material to be edited and unified for publication at the earliest possible date.

3. Units shall be similar in their general framework with from 2 to 4 pages of simply written introductory material including guidance, aims, and necessary definitions; questions that bring out some of the striking factual information and that center largely in map and chart interpretation; questions that emphasize policy and program; topics that may be expressed in forums, debates, and other forms of discussion; suggestions for club leaders and teachers.

4. While the manual here projected is for college and mature adult use, it is the belief and hope of the committee that at an early date a somewhat similar manual even more simplified, will be provided for the use of teachers in the public schools.

5. The arrangement of the manual is to be such that the basic volume shall be a necessary accompaniment of the study, that in no sense shall the manual be an adequate substitute especially in study groups, and that in format it is to be similar to the basic volume.

6. Finally, because we believe that in terms of enlightened planning and action it is of surpassing importance that the research findings of the volume SOUTHERN REGIONS reach the general public, we submit these recommendations.

UNIFORM PROGRAMS FOR STATE CONFERENCES OF SOCIAL WORK AND STANDARDS OF PUBLIC WELFARE

There exists in each of the several southern states a State Conference of Social Work whose membership is composed of professional social workers and lay people interested in the problems of social welfare and social security. Although the organization, programs, and objectives of these State groups have varied considerably, they have, to a large extent, been educational and promotion agencies, and much of the social legislation on the statute books of the Southern States is the direct result of their efforts. However, with one or two exceptions, there has been no coordinated program or concerted action on the part of these Conferences.

The present time seems to present an admirable opportunity for these State Conferences of Social Work in the Southeastern Region to correlate their programs and coordinate their efforts as educational and action groups. A large amount of research concerning the social problems of the area is being carried on by federal, regional, and state agencies which needs to be interpreted to the people of the area; and this interpretation, together with the promotion and sponsoring of the necessary social legislation in their several states might well be a definite function of these State Conferences of Social Work.

Moreover, since four of the presidents of the State Conferences of Social Work in the Southeast are professors of sociology, it seems fitting that this Institute on Regional Development and the Social Sciences take the first steps and suggest means and ways in which the work of these State Conferences might be coordinated and an integrated approach to the problems of public welfare and social security in the Southeastern Region developed.

The Institute on Regional Development and the Social Sciences has, therefore, put itself on record as being in favor of the following recommendations of the Committee on Uniform Programs for State Conferences of Social Work and Standards of Public Welfare:

1. That the five southeastern states (namely, Virginia, North Carolina, South Carolina, Georgia, and Florida) work out a central theme for the 1937 State Conferences of Social Work.

2. That the presidents of the conferences in these states work out the integrated program.

3. That the topic be social security or some closely related topic.

4. That other groups of states in the region work out similar correlated programs.

5. That the State Conferences of Social Work definitely function as promotion agencies in their field.

   (a) Educating the citizens of the state with regard to welfare needs.

   (b) Promoting social legislation to meet the welfare needs of the states.

   (c) Interpreting the programs of the social agencies that are functioning in the state.

6. That a regional conference of public welfare and social work be organized.

7. That the presidents of the State Conferences of Social Work attending this Institute constitute a committee to put the above recommendations into effect.

COORDINATION OF THE WORK OF NEGRO AND WHITE COLLEGES AND UNIVERSITIES IN THE SOUTH

The bi-racial situation in the South complicates every effort for social planning. One of the most obvious reasons for the social and economic retardation of the South is the unwillingness of the white man to face the fact that his own fate and the fate of the region as a whole are inseparable from the fate of the Negro. In the field of education there is abundant evidence of the planless and uncoordinated growth of colleges and universities in the South. Social planning in this realm should begin with the recognition of the fact that even within the dual system of education there are certain things which could be done to promote more efficient functioning.

This committee felt that the coordination of the work and the facilities of the white and Negro educational institutions of the South would be one important step toward effective social research and social planning. Whatever board or council is set up for social planning in the region should view the problem of the growth and utilization of educational institutions from the point of view of the welfare of the whole region rather than from the point of view of the interests of one race as opposed to the other. The Institute adopted the following specific recommendations.

1. We urge that a greater intellectual cooperation between white and Negro institutions be promoted in every possible way.

2. We recommend that social science teachers in white institutions take the initiative in bringing about a larger intellectual acquaintanceship between scholars of the two races by means of special lectures on an exchange basis and by joint seminars of teachers and graduate students of both races wherever such activities are possible.

3. We recommend that white universities extend the benefits of their extension and correspondence facilities to Negro students so that Negro students may obtain training which they could not otherwise get within the region.

4. We recommend that the various professional social science societies in the South be urged to extend the privileges of membership and participation in meetings to Negro scholars as a means of stimulating better teaching and research; and we commend the example set by the recently organized Southern Sociological Society in affording full participation by Negro members.

5. We recommend that Negro institutions be adequately represented on whatever regional boards or councils may be set up for social research and planning in the South.

6. We recommend that whatever board or council is set up to conduct or to promote social research in the Southern regions give serious attention to the fair allocation of research funds as between white and Negro institutions and individuals.

7. We recommend that the directors of land grant colleges in the South give thought to the question of the adequacy of existing allocation of Federal funds to the Negro land grant colleges, and that, wherever weakness of personnel seems to be a barrier against the possible use or larger allocations to the Negro colleges, efforts be made to improve the personnel as rapidly as possible.

8. We recommend that whatever planning boards or councils may be set up in the South give serious consideration to the problem of providing graduate and professional study for Negro students within the region. We believe that for certain states the solution might be found in the admission of Negroes to existing white graduate and professional schools, but where this is impossible we suggest that the only way of providing adequate training within the region is through state compacts for the

establishment of two or more centers for graduate and professional work, such centers being strategically located so as to make the most effective utilization of existing state and private educational resources.

9. We recommend that library facilities of white and Negro institutions in the various educational centers be better coordinated through arrangements by which Negro scholars may make use of white university libraries, through the use of duplicate catalog systems, and through agreement to expand the various library units in a co-ordinated rather than a competitive way.

REGIONAL DEVELOPMENT IN AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY

The recommendations of the Committee were embodied in a detailed fourteen page report growing out of the work of four subcommittees to which were assigned the specific subjects of the place, the status and problems, the coordination, and the personnel of agricultural economics and rural sociology in the land grant colleges and universities of the southern region. The Committee stressed the importance of an increased emphasis upon social and economic studies in the programs of the higher agricultural educational institutions, stating the point of view that it is "only through a study of human resources and the multitudinous factors that interact upon the people permanent security and stability may be achieved." It listed the following pressing problems existing in the southern region: (1) effects of soil erosion and soil depletion, (2) the exploitation of timber and forest resources, (3) a definite land tenure problem growing out of an earlier plantation and landholding system, (4) the changing status of cotton from area to area in the South and the growing limitation of cotton as a chief source of cash income, (5) the bi-racial composition of the population, (6) population movement between farm and industrial centers, (7) the rapid growth of population due to a high birth rate, and

(5) the effect of the rise and expansion of industry upon the labor supply and labor mobility.

Research in the land grant colleges and universities, once largely confined to studies of farm organization and management, has in recent years broadened to include economic studies of marketing, prices, credit, land use, taxation, local government and similar subjects, and sociological studies of farm tenancy, population movements, standards of living, rural community organization, social participation, social institutions, farm-village relationships, youth, health, housing, and interest groups.

Citing various evidences of activity in research projects of a regional character, the Committee pointed out the importance of region-wide research and outlined in some detail, for illustrative purposes, three research projects as examples of what may be done by way of attacking social and economic problems of the South on a regional basis: (1) regional analysis of organization of wholesale markets for fruits and vegetables in the South, (2) a regional approach to the problem of adjustment in agricultural production and soil conservation, (3) outline of research program on farm tenancy in the southern region.

Recommendations

1. We recommend closer cooperation among states in developing research programs, particularly with reference to common problems which extend across state boundaries.

2. We recommend a proper timing of research work among states in this region. There are many instances in which the value of research to the state, the region, and the nation might be increased by the simultaneous attack on certain problems.

3. We would suggest the use of similar methods in conducting research that cuts across state lines in order to obtain comparability of results. Since agricultural economics and rural sociology are in their infancy as sciences and individual initiative in these research fields should be kept open. Accordingly, we would discourage standardization in research methods which go further than making the results reasonably comparable.

4. In order that the doors of individual initiative may be kept open in the research field, we recommend continued control of projects in the fields of agricultural economics and rural sociology by the colleges and universities participating in cooperative research.

5. The Committee recommends a closer cooperation between land grant institutions and other institutions of higher learning in stimulating and developing a research program in these fields.

6. The Committee also recommends that the U. S. Department of Agriculture enlarge the Division of Farm Population and Rural Life in the Bureau of Agricultural Economics to the end that aid might be furnished in coordinating and strengthening rural sociology in the several regions of the United States.

7. As a means of promoting and coordinating research, teaching, and extension in the various colleges and universities of the South, we suggest that steps be taken to bring workers in these fields together into regional seminars or institutes, as occasion warrants, to study problems of a region-wide character and to develop plans for research. We also recommend that consideration be given to the setting up of a committee of workers in the field of agricultural economics and rural sociology to promote research, teaching, and extension in these fields.

8. There is a definite need in the South for the development and strengthening of centers for graduate training in agricultural economics and rural sociology at the Ph.D. level. At the present time facilities are inadequate to supply a sufficient number of specialists trained in the particular problems of the South. The situation is unfortunate. It renders it necessary for many students to go elsewhere for advanced work and prevents other students from taking work in the South for the purpose of broadening their experience for service in other regions. We believe that this inter-change of students, and of professors as well, is necessary for the development of a general and vigorous national research program.

   In order that graduate training in agricultural economics and rural sociology may be developed, liberal scholarships and fellowships must be provided in the South and adequate funds made available for maintaining highly trained and efficient teaching and research staffs.

   This program should include also the giving of post-graduate training to technical workers in the field of rural life who may not desire to obtain credit for an advanced degree.

9. As the next step in promoting interest in research in the social and economic problems of agriculture, we recommend that a small committee be selected from southern workers in agricultural economics and rural sociology to study the present status of research and to prepare a suggested outline of research that may be developed to give a better understanding of life in southern regions. We suggest that the committee be kept within such size as to permit frequent conferences and what funds be provided to defray travel expenses of members in attend conferences or in performing other duties that may be assigned to them.

COMMITTEES ON WORKING PLANS

(Committees appointed on basis of personnel present and on expressed interest.)

1. **Secretariat and Steering Committee for the Institute**

   E. T. Krueger, Chairman
   H. C. Brearley
   Katharine Jocher
   Guy B. Johnson
   E. W. Knight
   H. C. Nixon

2. **Committee on Teaching the Social Sciences**

   H. D. Meyer, Chairman
   H. C. Brearley
   C. C. Carmichael
   O. T. Gosden
   E. W. Gregory, Jr.
   E. W. Knight
   H. B. Price
   G. B. Robison
   J. C. Russell
   M. R. Trabue
   L. R. Wheeler

3. **Committee on the Preparation of Manual on Southern Regions**

   L. M. Brooks, Chairman
   H. C. Brearley
   Katharine Jocher
   E. W. Knight
   E. T. Krueger
   Harry Moore

4. **Committee on Regional Planning and Research**

   Raymond D. Thomas, Chairman
   W. W. Alexander
   I. M. Bernstein
   C. C. Carmichael
   Thomas Cooper
   A. B. Cox
   Clark Foreman
   G. W. Forster
   Wilson Gee
   W. T. Gettys
   Walter J. Matherly
   H. C. Nixon
   Goodrich C. White

5. Committee on Coordination of Work Between Negro Institutions and White Institutions

Guy B. Johnson, Chairman
W. W. Alexander
E. T. Krueger
J. W. Mitchell
N. C. Newbold
Arthur Raper

6. Committee on Uniform Program for State Conferences of Social Work and Standards of Public Welfare

Coyle E. Moore, Chairman
Belle Boone Beard
Roy M. Brown
Mary Dickinson
Harriet L. Herring
S. H. Hobbs, Jr.
George H. Lawrence
Howard W. Odum
W. B. Sanders

7. Committees on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology

B. O. Williams, General Chairman
Taylor Matthews, Secretary
Robbin Williams, Assistant Secretary

A. The Place of Agricultural Economics and Rural Sociology in the Land Grant Colleges in the Southern Region

R. Y. Winters, Chairman
Thomas P. Cooper
Wilson Gee
S. H. Hobbs, Jr.

B. Personnel in Agricultural Economics and Rural Sociology

Wilson Gee, Chairman
S. H. Hobbs, Jr.
H. B. Price
H. M. Young

C. Coordination of Agricultural Economics and Rural Sociology Activities at Land Grant Colleges and Institutions

H. H. Young, Chairman
G. V. Noble
R. J. Saville

D. The Status and Problems of Agricultural Economics and Rural Sociology in Land Grant Colleges and Universities

H. R. Price, Chairman
C. W. Forster
G. H. Hamilton
R. J. Saville
T. J. Woofter, Jr.

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Seminar of Teaching of Sociology + Ec.

FEB 17 1937

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE SUMMER SESSION
OFFICE OF THE DIRECTOR

February 5, 1937

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Mr. W. W. Brierley
General Education Board
49 West 49th Street
New York City

My dear Mr. Brierley:

We are now able to report to you on the grant of $5,000 made by the General Education Board on March 3, 1936, for the Institute on Southern Regional Development and the Social Sciences, which was conducted in Chapel Hill last summer. This grant was expended in the following manner:

Honoraria, Travel and Entertainment of Speakers and Delegates, etc.	$3547.46
Clerical Assistance, Mimeographing, Printing, Telephones, Telegraph, Postage and Stationery	1030.69
Accounts outstanding	71.17
	4649.32

This leaves a balance of $350.68 which is returned to you by the enclosed check.

A Review and Summary of the Findings of the Institute on Southern Regional Development and the Social Sciences, a document of thirty-four pages, was issued several weeks ago and copies of it sent to Dr. Jackson Davis andother officers of the General Education Board. Copies of this and also of the pre-print of the report of the Committee on Agricultural Research were made available for the conference at Cornell.

It was the opinion of the scores of people who attended the Institute from all over the Southeast and our own opinion here that this was one of the most vital and important conferences ever held in this region. The numerous letters which came to us following the Institute as well as the extraordinary press reports, especially in the New York Times, attested the high values which those who participated in it definitely recognized. We are most grateful to the General Education Board for the grant which made the Institute possible and for the Board's continued interest in southern problems.

With all good wishes and with renewed thanks, we are

Very sincerely yours,

Howard W. Odum

Edgar W. Knight

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Mail----JD	FEB 15 '37	
F.B.	FEB 16 '37	

February 11, 1937

Dear Mr. Knight:

Many thanks for your letter of February 3rd enclosing your check for $350.68, the unexpended balance of our appropriation I 2915 for a seminar in the teaching of sociology and economics held in the summer of 1936.

We also thank you for reporting receipts and disbursements during 1936. We will be pleased to receive a statement as soon as expenditures are completed under the accounts outstanding amounting to $71.17.

Very truly yours,

ARTHUR C. ASKEY

Mr. Edgar W. Knight, Director
The University of North Carolina
Chapel Hill
North Carolina

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INTERVIEWS:

J.D.

Mr. Robert T. Crane
of the

Social Science Research Council

April 1, 1937

Mr. Crane called and said he wanted to discuss with me the conference on agricultural economics held at Chapel Hill last summer. He had seen a report of the conference and was much interested in the suggested development in this whole field in the South. He said that this sort of program would be equally valid for some other parts of the country and inquired whether our work was limited to the South.

I informed him that it was, and described briefly the conference held at Cornell in October 1936 and the efforts to have training centers at Virginia, Virginia Polytechnic Institute, Louisiana State University, the University of Texas and the Texas A.& M. College, with the possibility of the awarding of a few fellowships in each of these centers.

J.D.

JD:RDE

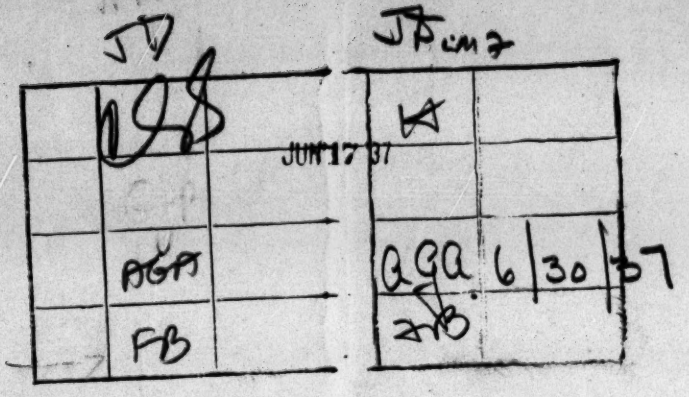
JUL 1 1937

NC-81.5

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

THE SUMMER SESSION
OFFICE OF THE DIRECTOR

June 16, 1937



Mr. Arthur G. Askey
General Education Board
49 West 49th Street
New York City

My dear Mr. Askey:

Referring to your letter of February 11, 1937: the accounts outstanding and unpaid in the amount of $71.17 reported to you in our report of February 3, 1937, on the expenditure of the grant made by the General Education Board on March 3, 1936, for the Institute on Southern Regional Development and the Social Sciences have now been paid and the account has been closed.

Sincerely yours,

Edgar W. Knight

Edgar W. Knight
Director

EWK GM

FORM 634

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mailed 7/1

June 30, 1937

Dear Mr. Knight:

Many thanks for your letter of June 16th reporting final expenditures totalling $71.17 under our appropriation I 2915 for a seminar in the teaching of sociology and economics. This gives us the information necessary to complete our record.

Very truly yours,

ARTHUR G. ASKEY

Mr. Edgar W. Knight, Director
The University of North Carolina
Chapel Hill
North Carolina

FB

NC 81.5

NEW YORK TIMES
June 18, 1936

Regional Development Institute Studies the South

SPECIALISTS PLAN TO MAP RESOURCES

Conference Also Aims to Coordinate Known Data on Needs of the Section.

DEFINITE PLAN IS SOUGHT

Experts of 21 States Will Join Chapel Hill Meetings—Lack of Libraries Cited.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 17.—The First Institute on Regional Development, through which it is designed to translate into effective action the scientific research work of years into the resources and special needs of the Southeastern States opened here this morning and will continue in session for two weeks at the University of North Carolina.

Of the fifty specialists from twenty-one States and the District of Columbia invited to the conference by Dr. Howard W. Odum, Professor of Sociology at the university and founder and director of its Institute for Research in Social Science, fifteen of the twenty-four scheduled to participate in this week's session were on hand for the opening meeting, and others are arriving by motor and train from all parts of the country.

Nine States, from New York to California, were represented here today; three more will be heard from before the end of the week, and another three at next week's assembly.

This, as Dr. Odum stated this morning, is to be "a working institute rather than a discussion conference," with "few formal addresses if any," and "no resolutions committee."

Gives Object of Meeting

"We are here," he said, in welcoming the group, "to agree if possible on ways and means to make use of research data now available, and work out a plan of immediate and practical benefit in specific fields of activity, and not to draft resolutions.

"In each area selected for consideration, participants will be expected either to come to definite conclusions or to state clearly why it is not possible to reach such conclusions."

In regard to every problem listed for exploration by the delegates, the conclusions reached and the recommendations agreed upon will be formulated for reference to the appropriate authorities in each case for consideration, approval and action. In some instances there may be involved only agreement upon the proposed procedure by non-governmental groups. In others, approval and action by Federal and State authorities will be required.

The objective of the institute, as stated by Dr. Odum, is "the utilization of vast bodies of research data and material and accumulation of teaching experience as it applies to regional development in the South."

He suggested as of primary importance the consideration of these three "major questions":

"Is it possible for universities to get together with each other, with other groups, and to become part of a larger adult education movement?

"To what extent and how may there be region-wide cooperation and coordination in teaching, research, extension and service among the universities? So far it has not been possible. Is it now possible to set up a framework and a plan, or evolve a method to make possible such cooperation?

"To what extent and how may there be region-wide cooperation and coordination of efforts between Negro and white colleges and universities?" and "to what extent should this group consider programs for closer coordination between the physical and social sciences in the development of planning, technology and resources, and in the development of new industries, as, for instance, cooling processes in houses, which is regarded by some people as the next and greatest new industry?"

Members to Suggest Issues

To these questions, which will be taken up for first consideration by the members of the institute, working in groups on each problem, there will be added others suggested by Dr. Odum, and still others proposed by the participants in the two-week sessions.

The possibility of establishing a working relationship between universities and the National Resources Board in Washington was suggested by Dr. Odum, together with consideration of how, if at all, there might be worked out "a more realistic region-wide cooperation and coordination" among State planning boards and the Tennessee Valley Authority, and whether or not it is possible to "set up at once a Southeastern, official regional planning board."

Another topic urged for consideration by Dr. Odum was the definition of "specific procedures looking toward fairer practices for the Negro in the Southeast." He left to the members of the institute the matter of deciding between selection of single problems, such as farm tenancy, or consideration of a general framework to be coordinated with public policy and State planning programs.

Still another subject, elaborated by Dr. L. R. Wilson of the University of Chicago, is the proposed wisdom and necessity of providing for a more cooperative effort in the fields of social and educational work, social security and public welfare programs.

Formerly librarian of the University of North Carolina, Dr. Wilson is now the dean of the Graduate Library School of the University of Chicago, and the retiring president of the American Library Association. He deplored today the fact that of the 33,000,000 population of the eleven Southern States, 22,000,000 were without public library facilities.

NEW YORK TIMES
June 19, 1936

SEES RURAL SOUTH AT DANGER POINT

Dr. T. J. Woofter Jr. Tells North Carolina Institute That 'Discontent' May Explode.

IN 'REVOLT AT STATUS QUO'

Human Element Is Neglected in Farm Program, Say Speakers, Urging Social Planning.

By WINIFRED MALLON

Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 18.—Neglect of the human element involved in farm problems was charged to Federal, State and University authorities by rural sociologists at today's session of the Institute on Regional Development at the University of North Carolina.

Taking issue with the "assumption that if we solve the problem of agricultural economics, we solve all other problems," Dr. B. O. Williams of Clemson College, South Carolina, declared that more money, time and effort must be expended on the "human factors," the men, women and children living on the farms, who thus far "have been left out of the picture 100 per cent."

"In nothing that has come out of Washington has there been considered anything but the physical material factors," Dr. Williams protested. "Soil erosion control, sound farm management, all very well, but how about the farm family? On that point the oversight is complete. I mentioned it to Secretary Wallace himself and got absolutely no response from him.

"I argued the importance of the sociological approach, but he thought it would not be scientific. I told him you could work from the people to the land or from the land to the people. But he could be neither convinced nor interested. I believe we have come to the point where something must be done along this line."

Experts "Won't Discuss It"

Agreeing that rural sociology "needs a friend" all over the country, Dr. S. H. Hobbs of the University of North Carolina, who has recently returned from a wide tour of States, told the institute members that "many experts won't even discuss it."

"They cannot measure results, so they are not interested in it," he said. "The Federal Government should allot much more time and money to the study of farm population and rural life. They have specialists on every phase of the material problem, any number of people engaged on agricultural economics and just two in the whole Department of Agriculture concerned with the human element."

The FERA rural rehabilitation program and the TVA social and economic program were cited as exceptions by Dr. T. J. Woofter Jr. of North Carolina University, who has been loaned to the Works Progress Administration in Washington.

The AAA program, according to Dr. Woofter, "has benefited the more favored classes, but did not go far enough in planning for the needs of those less favorably situated." And he criticized as even more serious the "failure" of the Federal Government, "which has spent millions for highways and public buildings," to realize and deal with the "need for a revitalized education program."

Criticizes Limited School Aid

"It is true that some PWA appropriations have been made to school buildings, but these were limited and have not gone to the communities which need them most," Dr. Woofter said. "It is true that some FERA funds have trickled into education, but this has placed education on a dole basis, aiding only those States where poverty has almost completely disorganized the school system. What is needed is a national educational plan to which the States will contribute according to their ability and for which the broader tax base of the nation will be used for equalization of opportunity. Any long-time program which tries to salvage the human waste now occasioned by the pressure of population on resources and lack of cultural institutions will adopt, as its central theme, the organization and revitalization of the educational system from the kindergarten to the university."

From more than one viewpoint, Dr. Woofter said, the educational and cultural level of the South is of national concern, and "cannot be ignored."

"This accumulation of a great mass of rural population with limited cultural opportunities creates a hotbed of smoldering discontent which at any instant can break out into revolt against the status quo," Dr. Woofter declared.

That the TVA is shaping its social and economic program in line with realities rather than theories is evidenced, according to Dr. Woofter, by "the cooperative set-up which they have worked out with State Colleges of Agriculture, State Departments of Health and State Departments of Education, and also by the amount of attention which they are giving to stranded groups and submarginal people."

TVA Planning Suggested

"In fact," Dr. Woofter said, "the functions of the TVA might well be extended to embrace planning for the eleven Southeastern States so that this board might become a regional planning board rather than one so limited in area."

Dr. Wilson Gee of the University of Virginia, who presided at tonight's meeting, declared that the development of a trained and high grade personnel to carry on a rural sociology program would go far toward solving the problem of the agricultural South.

"If we can develop, and we have the facilities to do it, selective training in social science of undergraduates from land grant colleges, in from ten to twenty years, we will have a flourishing agriculture in the South," Dr. Gee declared with conviction.

On the basis of today's discussions, the Committee on Coordination of Teaching, Research, Extension and Technical Services in Agricultural Economics and Rural Sociology will go into executive session preparatory to reporting its conclusions and recommendations next Tuesday.

NEW YORK TIMES
June 20, 1936

SAY NATION NEEDS REGIONAL GROUPING

Experts at Chapel Hill Declare This Approach to Problems Is Vital to the South.

RESERVE SYSTEM IS CITED

Harry Moore and Carl Sauer Address Institute—Latter Says Cotton Is Ruining Land.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 19.—Recognition and understanding of regional differentials are essential to the efficient present administration and to future planning for national development, and in the Southeast they are immediate and vital factors in the preservation of its natural resources, according to conclusions unanimously agreed upon today by experts assembled here from all parts of the country.

Reclassification of the country on a regional basis not only is possible and advisable but already is in progress, according to Dr. Harry Moore, instructor in sociology at the University of North Carolina, where the first Institute on Regional Development assembled last Wednesday at the invitation of Dr. Howard W. Odum, founder and director of the university's Institute for Research in Social Science.

From banking to military strategy, a regrouping by regional divisions had demonstrated its value, Dr. Moore argued today, citing in proof of his assertion the Federal Reserve System, the establishment of army corps areas, regulatory activities of the Departments of Justice and of Commerce, the Federal Power Commission and the relief administrations.

Land Problems Are Stressed

"No less than in the regulation of commerce, the production of oil and gas, the establishment of a unified transportation system, and other fields to which the public is accustomed, is the regional approach the logical one to a solution of the problems of land tenure, farm tenancy, soil erosion control, public welfare certainly, and possibly, in the end, of some of our present day political problems of administration, notably those occasioned by the growth of cities," Dr. Moore said in an address delivered tonight before the members and guests of the Regional Development Institute.

"Regions are tied together into a national unit and cannot be separated. The region gives us a small enough social unit, in which we can see operating the social forces of civilization. And on that natural basis plans can be worked out for it as in no other way with equal hope of successful accomplishment."

Some of the consequences of neglect of these basic truths were painfully evident in the South today, Dr. Carl Sauer of the University of California said in opening the discussion this morning concerning the coordination of teaching, research, extension and technical services in agricultural economics and rural sociology.

Calls "King Cotton" a "Villain"

"You are engaged in the correction of a tragic economic geography," Dr. Sauer told the assembled experts. "This land was settled by the grasshopper method, of laying waste and going on.

"Gutted by the devastating hand of man, we find now living upon it people who are spending not their surplus but their substance. Virginia and Kentucky paid very heavily in the first exploitation of the South.

"Then came the villain of the piece, King Cotton, and later the grim specter of soil erosion, to all the Southern States."

Of all the domesticated crops, cotton was least suited to the Southeast, according to Dr. Sauer, having as its advantages to the South neither climate nor soil but "the heritage of the plantation system, with its labor and markets," to account for its adoption and commercialization by the landowners.

In the devastation that came to the rest of the Piedmont section North Carolina suffered least, Dr. Sauer said, although at present "more of her soil is going into the streams than it should."

"We come now to the third act, and it promises to be a tragedy," Dr. Sauer said, "but it need not be.

"All over the Piedmont region the top soil not only is gone, it has been stripped far down. Production now is from the second strata, and in some sections from the third grade substrata.

Warns of Loss of the Soil

"In the hour-glass of Southern agriculture the sands are steadily running down. You are losing soil at a rate which is not comparable with the rate at which soil is being redeveloped, and it will require struggling to re-establish the lost balance. Right now you are on the losing side, and you will be as long as you live in a land of muddy streams. When they run clear again your fight will have been won.

"The solution of your problem is simple, but perhaps impossible. That is for you to decide. It is in a return to cover crops, to an agriculture that will not destroy coverage."

Dr. Richard H. Shryock of New York, who presided at the morning session, urged a more realistic approach to the teaching of history, to the end that the generation now growing up would be better fortified to deal with the problems awaiting them.

At present, he said, there was a tendency on the part of pupils to resent anything approaching criticism of the State in which they lived, their faith in which "is real and splendid, but pathetic."

THIS CLIPPING FROM
NEW YORK, N. Y.
TIMES
JUN 21 1936

KEY TO NEW SOUTH SOUGHT AT SESSION

Development Experts Survey Regional Needs to Attempt Solution of Problems.

FARM REFORM PUT FIRST

Diversity of Crops Proposed at North Carolina Conference to Spur Consumption.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 20.—With the Republican platform an accomplished fact and the platform of the Democratic party, in which they are more numerously represented, now in the making, members of the Institute on Regional Development, nearly all of whom are Southern born, engaged in a lively discussion here today of ways and means of getting action on behalf of the Southeast, based on its known needs as revealed by prolonged study and research.

With the men and women assembled here the matter is not one of theory but of fact. Not only do they know the South by living in it, but nearly all of them, as members of advisory or working committees, are represented in the recently completed Southern Regional Study made by Dr. Howard W. Odum for the Southern Regional Committee of the Social Science Research Council.

Founder and director of the Institute of Social Science at the University of North Carolina, which published the "inventory" entitled "Southern Regions of the United States," Dr. Odum spoke for many of those present in urging today that, with a wealth of factual material now available, the time had come to coordinate and correct present and prospective planning if the last state of the South was not to be worse than that at the time the effort began.

12-Year Plan Proposed

The key to regional reconstruction, according to unanimous expert opinion here, is a "straightaway planning for a new diversity in crops and types of farming, a new quality both in amounts of production and types of commodities, and within these bounds a literally unrestricted production, gauged for a period of twelve years to new reaches in basic regional consumers' power."

What the South needs, according to these Southerners, is a revitalized economy that will take account of Southern differentials in favor of many special crops and industries, and provide for and supply the basic consumption capacity of its people.

"For the Southeast to import corn from Mexico, rutabagas and paper pulp from Canada and meats from South America reflects," it is asserted, "the Nth degree of unplanned economy which results in incredible everyday scarcity of what could abound without limit.

"There is no way to supply these needs except through a bold declaration of war against the present extraordinary scarcity accompanied by a strategy that is not afraid of abundance."

In the view of the professors making up this institute the question of whether the South is to constitute a liability or an asset to the nation is "not an academic problem, but a stark reality."

The South, they say, is at "a new crossroads of crisis," with the chances in favor of the southern regions enriching rather than impoverishing both regional and national life depending upon "a much more realistic facing of facts and a much more comprehensive and equally realistic regional national planning program than have been anywhere attempted before."

"Such programs," they assert further, "must be begun at once."

Federal Program Criticized

Some things, including educational programs and social rehabilitation, are matters of long-range planning, but other objectives, it is contended, could be accomplished in a near and beckoning future with no greater expenditure of Federal funds than the government is preparing cheerfully to devote to other, and in the judgment of these specialists, less pressing and advantageous projects.

"Rural electrification and soil erosion service, supplying services to millions of people in every part of the countryside, and adding millions of dollars in value, could be planned on a fraction of the billions of dollars which the engineers propose to utilize for an incredibly big national playhouse of Federal dams for specialized purposes," Dr. Odum asserted as only one of the conclusions of his survey.

"Another small fraction of the stupendous amounts proposed for forced public works would, through State and regional rural rehabilitation programs, reconstruct the whole Southern agriculture into not only a reintegrated agrarian culture but into a wealth and revenue producing company such as has been demonstrated as possible in tobacco and cotton culture geared with their manufacture in the same regions."

One clearly indicated need, according to Dr. T. J. Woofter Jr., is more coordination between the philosophy of the AAA and that of the Resettlement Administration.

"The program of the former is now preventing the expansion of cash crops in spite of population expansion, and the program of the latter is putting more people on the land for their livelihood," Dr. Woofter said in a discussion of rural relief and the back-to-the-farm movement.

Modified Plan Suggested

Approval of the objective but doubt as to the coordinating ability of the proposed organization was expressed by Dr. Wilson Gee of the University of Virginia, who proposed as more effective the organization of an independent research body, established on a permanent financial basis, that would enable it to do for the South what the Brookings Institution, for instance, is doing for the nation as a whole.

No research, policy-making or planning group, according to Clark Foreman of the University of Georgia, could accomplish anything toward translating its conclusions into action without resort to the tactics of "pressure groups" or without the support of such groups. Mr. Foreman is director of the power division of the Public Works Administration in Washington.

Dean Cooper of the University of Kentucky suggested action "through our institutions."

A committee headed by Dr. Gee will consider further and report on Wednesday a "working plan" for the coordination of research and policy-making agencies in the South.

NEW YORK TIMES
JUNE 22, 1936

50 EXPERTS CHART REVIVAL OF SOUTH

Eight Groups Near Completion of Regional Plans at North Carolina Institute.

ODUM SEES RAPID STRIDES

Practical Measures Stressed in Far-Reaching Program for Economic Balance.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 21.—With eight committees at work on plans and recommendations, the announced purpose of which is "to bridge the chasm between scholarship and reality, between research and administration," Dr. Howard W. Odum, who called into being here last week the first institute on regional development ever assembled in this country, now is confident that his objective is certain of achievement, if not already in sight.

Reviewing the sessions that opened last Wednesday at the University of North Carolina, Dr. Odum declared today that the new institute was proving itself to be, as he desired and predicted, an "action conference."

Founder and director of the university's Institute of Social Science and author of "The Southern Regions of the United States," which has been described both as an "inventory" and as a "survey to end all surveys" of the eleven Southeastern States, Dr. Odum felt, as did others associated with him in the research, that the time had come to give practical effect to the material assembled, lacking which it would represent little more than wasted effort.

Committee Reports Awaited

Nearly fifty Southern experts in the major sciences involved and guest specialists from other parts of the country are cooperating in the preparation of committee reports that will be brought in for discussion daily beginning Tuesday.

"As far as the conclusions drawn from the Southern regional study are concerned," Dr. Odum said," the supreme test of practicality must be twofold. One is the test of stability and permanence; the other is in terms of what can be done, how much can be done, how well and how enduringly it can be achieved, when and how next steps can be taken.

"In this facing of facts, another essential is the recognition that planning does not consist of Utopian reconstruction, but in the achievement of optimum programs of production, of balanced agriculture, of equilibrium between agriculture and industry, of institutional development and of population development and distribution.

Committees Preparing Plans

TThe committees on working plans, one of which has been further subdivided, include a "secretariat" or steering committee for the institute, headed by Dr. E. T. Krueger of Vanderbilt University, and other groups, the objectives and membership of which are as follows:

REGIONAL PLANNING RECOMMENDATIONS—Dr. Raymond D. Thomas, Oklahoma A. and M. College, chairman; Dr. R. H. Montgomery and A. B. Cox, University of Texas; Walter Matherly, University of Florida; Will W. Alexander of Atlanta, Assistant Administrator of the Resettlement Administration in Washington; G. W. Forster, North Carolina State College of Agriculture and Engineering, and O. C. Carmichael, Vanderbilt University.

REGION-WIDE RESEARCH AND DEVELOPMENT AGENCIES—Dr. Wilson Gee, University of Virginia, chairman; Clark Foreman, University of Georgia, now with the Works Progress Administration; Dr. Alexander, Dr. Thomas, Goodrich C. White, University of Georgia; T. J. Woofter Jr., University of North Carolina, now WPA adviser; W. F. Ogburn, University of Chicago; Frank L. Mikey, University of Kentucky, and W. E. Gettys, University of Texas.

UNIFORM PROGRAM FOR STATE CONFERENCES OF SOCIAL WORK AND STANDARDS OF PUBLIC WELFARE — Coyle E. Moore, chairman; Dr. Odum, Dr. Ernest R. Groves, Dr. Roy M. Brown, Dr. S. H. Hobbs Jr., and Dr. M. R. Traube, all of the University of North Carolina; Dr. Belle Boone Deard and Dr. Comer Woodward.

COORDINATION OF WORK BETWEEN NEGRO AND WHITE INSTITUTIONS—Dr. Guy B. Johnson, University of North Carolina, chairman; Dr. Alexander, N. C. Newbold, State Superintendent of Public Instruction, Raleigh, N. C.; Arthur Raper, Commission on Inter-Racial Cooperation; J. W. Mitchell, Agricultural and Technical College, Greensboro, N. C.; Charles S. Johnson, Fisk University, and R. Y. Winters, North Carolina State College of Agriculture and Engineering.

COORDINATION OF RESEARCH, TEACHING AND EXTENSION IN AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY—Dr. B. O. Williams, Clemson College, S. C., chairman; Drs. R. Y. Winters, Wilson Gee, S. H. Hobbs Jr., Thomas Cooper, H. N. Young, Virginia Polytechnic Institute; H. B. Price, University of Kentucky; R. J. Saville, University of Louisiana; C. V. Noble, College of Agriculture, Gainesville, Fla.; G. W. Forster, T. J. Woofter Jr., and C. H. Hamilton.

TEACHING THE SOCIAL SCIENCES—Dr. M. R. Trabue, chairman; Dr. H. D. Meyer, E. W. Knight, E. R. Groves and C. B. Robson, all of the University of North Carolina; E. W. Gregory Jr., University of Alabama; H. B. Price, O. C. Carmichael, O. T. Gooden and Harry K. Russell.

PREPARATION OF A HANUAL ON THE SOUTHERN REGIONS—Dr. L. M. Brooks, chairman; Drs. Harry Moore, Katherine Jocher and E. W. Knight, all of the University of North Carolina; E. T. Krueger and H. C. Bearley.

Dr. Will W. Alexander, who arrived this morning from Washington, will participate in tomorrow's sessions on coordination of work between white and Negro institutions. On the basis of these discussions the committee headed by Dr. Johnson, of which Dr. Alexander is a member, will proceed to the formulation of its recommendations, to be presented later in the week.

NEW YORK TIMES
June 23, 1936

NEGRO EDUCATOR WINS APPLAUSE

Professor J. G. Mitchell Stirs Hearers in University of North Carolina Discussion.

CO-INSTRUCTION URGED

Speakers on Regional Development Advocate Graduate Instruction for Both Races.

By WINIFRED MALLON

Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 22.—The progress made and the difficulties encountered in coordinating, as between white and Negro students and institutions, educational work in the South was reviewed at today's session of the Institute on Regional Development at the University of North Carolina.

The address which received the most applause was that delivered by Professor J. Y. Mitchell, the only Negro member of the institute. He is a graduate of the Agricultural and Technical College at Greensboro, N. C., a teacher for six years in the normal school at Fayetteville and, since 1917, a county and district farm demonstration agent.

Commenting on him later, Dr. B. O. Williams of Clemson College, S. C., said:

"One man like that is worth more to the South than all the 'pressure groups' ever organized to deal with this question."

Illustrating his points with anecdotes drawn from personal experience, Professor Mitchell stressed the practical value of truly balancing the economic and the sociological in educational effort.

As illustrating overemphasis on the economic, he told the story of the Negro father who slept undisturbed by the cries of his suffering child, but awoke at a squeal of one of his ten prize pigs, lighted a lantern and dashed out to it. He responded later to his wife's reproaches with the argument that "dat pig am a pure bred."

On the other hand, there was danger of getting too far away from the economic side.

"To train in the playing of basket ball groups of people whom we know have come from homes where there is not enough to eat, where there is not on the place one mule, one cow or one chicken, is to ignore the recreational side of life," he said.

Urging the promotion of the training which makes of economic endeavor a contribution to better living, he told of Negro homes built with almost incredible effort and sacrifice that changed squalor to comfort and wellbeing. From these new homes had gone forth sons and daughters to return with college degrees and special equipment with which to carry on the work begun by their underprivileged parents.

Professor Mitchell agreed with Dr. Guy Johnson of the University of North Carolina, who had preceded him, in affirming that certain research and work with Negroes could best be done by those of their own race, and to that end that graduate instruction should be made available to Negro students.

Dr. Johnson in his speech told of alleged discriminations against Negroes in graduate training and the use of library facilities. The simplest and most economical solution, he said, was to admit Negroes for graduate study in white universities. The idea would not be tolerated in some States, he said, but he suggested that such States "get together and work out plans" for the establishment of high standard regional schools for Negro graduate students.

Dr. R. M. Grumman, director of the university extension division of the University of North Carolina, told of some of the legal limitations under which Negroes are debarred, not only from residence but from participation in correspondence courses conducted by the university. He called attention to the fact that the university admitted Cherokee Indians from the reservation in North Carolina to both privileges and the Croatan Indians of Robinson County to privileges from which Negroes were excluded.

However, he said, the extension services were opening their doors wider to Negroes and he mentioned as an example the lecture courses now being arranged for doctors and dentists which will be open to Negroes.

Dr. Will W. Alexander of Atlanta, now with the resettlement division in Washington, presided at the morning session and tonight addressed the members of the institute on proposed Federal legislation to eliminate or reduce farm tenancy, as proposed in the Bankhead bill which passed the Senate but died in committee of the House.

NEW YORK TIMES
June 24, 1936

WHITE TENANT HELD PROBLEM OF SOUTH

Negro an Exaggerated Factor, Dr. Alexander Tells Chapel Hill Conference.

AAA CONTROLS BLAMED

Failure of the Bankhead Bill Is Attributed to Southern Members' Indifference.

By WINIFRED MALLON

Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 23.—Declaring that the race differential is only one, and a much exaggerated, factor in the social problem of the South, Dr. Will W. Alexander of Atlanta warned the Institute of Regional Development here today that the time had come for whites and Negroes alike to "stop talking about the race question and get together in the solution of their mutual difficulties."

"The next thing to do about race relations," Dr. Alexander said, "is to forget them and begin thinking about the really pressing problems involved in the business of living, which affects both Negroes and whites, and cannot be solved by one to the exclusion of the other.

"Land tenure, farm tenancy, social work, economic questions, all these things, from cooperatives to questions of public health, must be dealt with as the joint problems they are of the men and women, regardless of race, who are members of the same community. We are beginning, at last, to realize that."

The speaker deplored what he characterized as the failure of certain Southern members of the House in Washington to realize this truth in their dealing with the Bankhead bill, representing the first effort of the Federal Government to deal with the problem of land ownership in the South.

Indifference Seen in the South

Much of the opposition was Southern and there was a good deal of indifference to it in the South, he said, in reviewing the difficulties encountered in Washington by Senator Bankhead and other proponents of the measure.

"And when, with the help of the prairie Senators it finally passed the Senate," Dr. Alexander continued, "it fell into the hands of a House committee dominated by Southerners in whose pockets, it died with the adjournment of Congress last Saturday, when they had it in their power to establish a policy that would have meant more to the South than anything in generations.

"The men from the prairie States understood what was involved, but some of our own people in Congress neither knew nor cared, and there was no pressure on them from the South to urge them to action.

"The churches were holding revivals and getting people ready for Heaven, and our colleges were doing research work, and the women's clubs were busy with a lot of dead issues. No one seemed to care about this, and so it died."

However, Dr. Alexander declared, the issue was not dead and land tenure was a question that would continue to engage the earnest endeavors of those in authority at Washington.

Absentee Ownership Blamed

Asserting that the South had never seriously faced the problems of land tenure, Dr. Alexander argued that far from being essentially or even primarily a Negro question as many people, even of the South, believed it to be, it was one of absentee ownership affecting even more vitally the white people of the Southern States.

Actually, as shown by Rupert Vance in a study issued by the University of North Carolina for the Institute of Social Science, the importance of the Negro in this problem was "something like that of communism in American industry—it has been greatly exaggerated and it has blocked needed reforms."

According to Dr. Vance, the Negro no longer furnishes the bulk of cotton tenants. There are more than 1,001,000 white tenants in the South to 698,000 colored tenants. And while more than half the Negro tenants are croppers, more than one-third of the white tenants are in the same poverty-stricken class. And white tenancy is increasing.

From 1920 to 1930, Negro tenants in the South decreased by about 2,000, while white tenants increased by more than 200,000.

Landlords' Benefits Challenged

Emphasis in the discussions was laid on these findings in Dr. Vance's survey:

"Under our system of landholdings concentrated in commercial agriculture, landlords, it appears, must be bribed to restrict production of their cash staples. Under such a program, rentals and benefits payments are obviously exchanged for non-productive activity, reduce employment of agricultural labor and place a burden on the rest of society.

"If long continued, they artificially maintain the price of non-producing land, preventing tenants from buying into ownership, and perpetuating a system of land concentration that might otherwise collapse of its own defects.

"The truth of the matter is that the government has assumed most of the risks of the landowners and thrown them on the tenant.

"The risk of losing equity in farms has been lessened by owners by methods of refinancing through the Farm Credit Administration, and by arrangements for scaling down debts in conference with creditors. So far, the various debt reconciliation commissions have made no attempts to have landlords scale down debts owed them from previous seasons by croppers and share tenants."

RESEARCH METHODS SHARPLY DEBATED

Carolina Meeting Is Divided on Independent and Coordinated Organization.

FUNDS SAID TO BE READY

Dr. Alexander Declares Foundations and Individuals Will Back Coordinated Plan.

By WINIFRED MALLON

Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 24.—The relative merits of independent "super" research and development organization and one to be created by the more adequately financed and coordinated efforts of colleges and universities and of persons enabled to join them in such work, were further explored today by members of the Institute on Regional Development.

Preference for the latter plan emerged as the discussions proceeded, qualified only by the doubts expressed as to the possibility of obtaining the necessary financial support.

A prediction by Dr. Will W. Alexander, Assistant Administrator of the Resettlement Administration in Washington, that funds could and would be made available by foundations and individuals who would welcome plans based on such authoritative cooperative research, was received as good news. Without further argument it was agreed to merge the discussion of research and development with the recommendations of the Committee on Regional Planning tentatively presented today by Dean Raymond D. Thomas of the School of Commerce of the Stillwater, Okla., Agriculture and Mechanical College.

[illegible] structed to bring in by Saturday on behalf of both groups "very specific and definite recommendations as to the creation of a planning agency, with specific recommendations also as to personnel."

Dr. Gettys Presents Proposal

Dr. W. E. Gettys of the University of Texas presented the proposal for the creation of an independent, or "super" research organization for the Southeast, as the recommendation of the committee headed by Dr. Wilson Gee of the University of Virginia, who was absent.

Dr. Gee previously had suggested the creation of an agency "along the general lines of the Brookings Institution to do for the Southeast what Brookings does for the nation."

Dr. Gettys said that he was prepared personally to agree with advocates of the cooperative plan that the latter was preferable, if practicable, which he feared it was not in view of the remote possibility of getting adequate appropriations from institutions for research work.

It was argued, however, by Dr. E. T. Krueger of Vanderbilt University that it would be as possible to obtain allotments or gifts for one as for the other plan. The prediction made by Dr. Alexander that the coordinated effort, which he too thought more advisable than the creation of a "super" agency, could be as readily financed as the proposed independent organization, apparently impressed the institute.

Not Agreed on Plan

There was general agreement that research should be wholly divorced from the activities to be based upon its results by "planning" or "action" groups. There was less than complete agreement as to the necessity or even the advisability of creating a new and separate organization for "planning," regional or otherwise. Those expressing such doubts inclined to the view that the proposed activities could well be carried on in cooperation with the Southern Policy Association or like organizations.

These and other conflicting opinions will be clarified in further committee meetings and the conclusions agreed upon will be presented to the institute for consideration and final action on Saturday.

T. Levron Howard, in charge of research for the TVA; President Ben Geer of Durham University, and Paul W. Wager of the University of North Carolina, now engaged in resettlement work at Raleigh, were guest speakers at tonight's session.

NEW YORK TIMES
JUNE 26, 1936.

STUDY OF MARRIAGE URGED ON COLLEGES

This Must Be Universal to Meet Problems of Modern Life Says Prof. Groves.

PLEADS FOR THE FAMILY

Educators at Chapel Hill Agree a 'Realistic' Approach to Social Sciences Is Needed.

By WINIFRED MALLON

Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 25.—On the undisputed theory that "an increase in happy, wholesome marriages is the only permanent solution of the divorce problem," Ernest R. Groves, pioneer in the educational field of specialization on marriage and the family and founder of this course at the University of North Carolina, predicted today the ultimate inclusion of such instruction in all college curriculums.

"You cannot exclude it," he told the representatives of more than fifteen institutions of higher learning who are attending the sessions of the Institute on Regional Development.

"To take it out of the stream of human thinking is absurd. We must face the competition that marriage is going to face in the next few years. The old code based on the convention of sex experience exclusively in marriage is breaking down.

"Marriage will never lose out, but it will have to be a better marriage than one based on the formerly predominant considerations of property and fear.

Achievement in Family Life

"The new motive upon which marriage must depend for its attraction must be affection and the achievement, through family life, of the emotional maturity which alone makes possible the integration of the individual personality.

"Upon the accomplishment of this society depends not only for its social soundness but even for its very existence. The family is as safe as civilization itself.

"It is in the future, but it is inevitable, that all modern education will eventually find that preparation for life requires a preparation for marriage. Here and there, this understanding is spreading, from one end of the country to the other."

The marriage course at the University of North Carolina, now entering its thirteenth year, originated with a petition presented by the senior students to Dr. Harry W. Chase, then president, and now at Columbia University in New York.

"Absolutely committed then, as now, to the use of education for the promotion of human welfare," Professor Groves said, "Dr. Chase heartily approved the suggestion, and the course, begun with a series of lectures contributed by a number of specialists, soon was taken over by the Department of Sociology.

"In its development, the needs and wishes of the students were a major influence. It has never been a conventional, but a very practical course, dealing with problems of everyday life and taught on the layman's level with clarity and frankness."

Old Students Applaud Professor

Among those who heard and applauded Professor Groves today were men who had taken the course under him and now teach it elsewhere.

More than six hundred college courses have been formulated on the one built up here by Professor Groves.

The rapid growth of the social sciences as curricular subjects in secondary schools, teacher training institutions, colleges and universities throughout the Southern region, and recommendations aimed at a still more effective presentation, were reported by a committee headed by Dr. Harold D. Meyer of the University of North Carolina.

Examination of and insistence upon standard requirements for the teaching of social sciences in the secondary schools equal to those prevailing for the certification of teachers in history was recommended by the committee and approved by the institute, with recognition of the excellence of the work now being done in the most progressive of these schools.

More effective coordination of the departments representing the social sciences in colleges and universities was agreed to be essential, with emphasis on the fact that "a realistic and contemporary life approach should be the foundation of teaching methods."

Presentation of the report was preceded by an address on the social science work begun at the University of Florida by Dean Walter Matherly, which was applauded by members of the committee as an exemplification of their desire and purpose in the proposed practical application of the social sciences to the business of living.

Members of the committee headed by Dr. Meyer, the report and recommendations of which were unanimously adopted by the institute, were Dr. H. C. Brearley of Clemson College, O. C. Carmichael of Vanderbilt University, E. W. Gregory of the University of Alabama, H. B. Price of the University of Kentucky, O. T. Gooden of Hendrix College, Ark., Belle Boone Beard of Sweetbriar College, Lester R. Wheeler of State Teachers College, Johnson City, Tenn., and F. W. Knight, C. B. Robsn, J. C. Russell and M. R. Trabue, all of the University of North Carolina.

NEW YORK TIMES

SATURDAY, JUNE 27,

CALLS FOR A STUDY OF SOUTHERN LIFE

Dr. Ogburn Stresses Rising Birth Rate as a Factor in Economic Problem.

CHIEF 'BREEDING GROUND'

Increased Unemployment, Decreased Farming and Migration Factors in Situation.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 26.—The rapidly rising birth rate in regions unsuited to an increase in population was emphasized today in an address by Dr. W. F. Ogburn of the University of Chicago before the Institute on Regional Developments.

Not only did the region he discussed show a rising birth rate, he said, but as well increasing unemployment, and migration of the ablest members of the communities. They left a disproportionately large number of children whose education, if provided for, must be paid for out of meager taxes.

Dr. Ogburn said there were indications of a population crisis "in the South in the next ten or fifteen years" sufficient to prompt those interested to an inquiry on the subject. "Your birth rate in the South is the highest of any section of the country," he said.

The rural districts of the Southeast, he said, had exported about a fourth of their natural population, had continued their own growth and added to the growth of Southern cities. They had sent about 3,500,000 to other regions.

Saying the South was "the breeding ground of the nation," he continued:

"But this service is a little expensive. Assuming $3,000 to be the cost of rearing a child, you will be furnishing the North and West with something like three billion dollars' worth of production."

$59 A Year for Farmers

Dr. Ogburn reminded the institute that "Georgia now has twice the educational burden of Illinois" and that "there is one county in Georgia where the average money income of all farmers was $59 a year, with which to buy everything needed on the place from school books and shoes to fertilizer and gun powder."

A study made by Louisiana State University had shown a 40 per cent population increase coming from the poorer counties.

Research should include not only population but population trends, migration, soil fertility and agricultural resources and technological unemployment. Especial consideration should be given to the effect of the "industrial revolution being applied to farms with the coming to them of the power age," and the possibility of the production by chemistry of cotton fiber.

He suggested consideration of whether or not the South had "too many farms" or would need in the future "more or fewer" farmers. "There will be business prosperity within the next two years with which you will have a large load of unemployment," he predicted.

Defends Crop Surplus

Disputing the argument that the South had too many farms or too many farmers, Dr. A. B. Cox, of the University of Texas, declared that if every one in the region had the living standards of the upper strata of the population "you couldn't grow enough cotton in this country to supply the demand."

"Let us not get scared of our surplus," he said. "Its the basis of our standard of living. The answer to the problem is distribution, which is something still to be worked out."

Dr. Edward Woodhouse, Professor of Government at the University of North Carolina, maintained that unemployment was a problem of distribution and adjustment.

Ways and means of "filling-in the gaps" in research work in the South were discussed at tonight's session by Provost A. R. Mann of Cornell University, Dr. O. C. Carmichael, vice chancellor of Vanderbilt University, Frank L. McVey, president of the University of Kentucky; Dr. W. P. Few, president of Duke University; Dean Goodrich C. White of Emory University and Dean R. B. House of the University of North Carolina.

NEW YORK TIMES
June 28, 1936

RESEARCH SET-UP VOTED FOR SOUTH

Chapel Hill Regional Institute Authorizes Coordinating Body Headed by Dr. H. W. Odum.

NEW GROUPINGS ADVANCED

Report, Unanimously Adopted, Stresses Areas for Social and Economic Surveying.

By WINIFRED MALLON
Special to THE NEW YORK TIMES.

CHAPEL HILL, N. C., June 27.—Dr. Howard W. Odum, head of the Department of Sociology in the University of North Carolina and founder and director of its Institure for Social Research, returned today after a brief absence to find himself charged with the responsibility and duty of carrying out a plan he had suggested for consideration by the Institute on Regional Development which assembled here at his invitation last week.

With cordial approval of his proposal that they consider ways and means of coordinating research activtites in the Southern region of the United States and transplanting the results into effective action, but with some difference of opinion as to how best to accomplish the desired objective, members of the institute, including specialists from a dozen States, have been considering the subject for ten days.

Today, unanimously and wtih enthusiasm they voted acceptance of a report presented by Dr. Goodrich C. White of Emory University, on behalf of two committees which were merged for the purpose early this week and which jointly recommended that a committee of five appointed by and headed by Dr. Odum as chairman and sixth member, be empowered to carry out the plan.

Functions of Committee

This committee was authorized and instructed to "work out ways and means by which a coordinated program of regional research may be developed through the educational institutions and research agencies of the region, and a planning and action agency or agencies set up for developing and carrying into effect programs for regional improvement."

Although "not prepared to reach final conclusions regarding details," the committee report as adopted represents agreement on coordinated and cooperating effort by universities and other institutions in preference to the creation of an independent "super" agency for regional research and planning.

It was further recommended by the joint committee and approved by the Institute that the Odum committee be authorized to add to its own membership "as many persons as it may deem advisable," that it give "full consideration to all preliminary and final reports of the various committees of this institute," that it take the initiative in calling a meeting or conference at a convenient time or place to consider its reports, and that such confereince be "fully representative of all interests, academic, institutional, business, political or otherwise, which might be concerned with its findings and recommendations."

Regional Projects Are Cited

Declaring that "The administration of government on some form of regional basis has come to be a practical necessity" and that "proposals for conscious regional effort are no longer viewed as emanating from impractical visionaries," the joint committee report cited the activities of the TVA, the AAA, the Farm Credit, Federal Housing and Resettlement Administrations.

"The maturing processes of unhampered national growth have gradually developed sub-national areas of economic and social solidatiry," the report stated.

"Viewed realistically, the nation can be considered as a combination of economic and socitl regions as well as a Union of States. There are evidences which point toward a time not very far ahead when the functioning of the social order in this country will proceed at least in part upon a regional basis.

"This does not mean that State lines are likely to disappear. It may indicate a redefinition of functions and relations of State units in governmental activities."

The report was presented by Dr. White in the absence of Dean Raymond D. Thomas, of the School of Commerce in the Stillwater, Okla., college of Agriculture and Commerce, who departed last night after serving the institute as chairman of its committee on regional planning recommendations.

Dr. Odum, who has been at Tuscaloosa attending the Alabama State Conference of Public and Local Affairs, arrived this afternoon following the adjournment of the institute but in time to go into conference with several of the committee chairmen who are staying over the week-end.

Farm Study Is Approved

Another report, presented by Dr. B. O. Williams of Clemson College, South Carolina, was adopted unanimously by the institute which joined in a vote of thanks to him and members of his committee for their practical and detailed suggestions for the improvement, coordination and extension of activities in agricultural economics and rural sociology.

A "unified attack on the problem of farm tenancy," including special consideration of types of tenancy, division of risk as between owner and tenant, large scale vs. small unit production, was recommended.

In the field of "functional relationships" special study was urged of leasing systems necessary to establish stability in owner-tenant relations, bases for determining remuneration to tenants for durable improvements on land and buildings and credit facilities needed for tenant farmers.

Closer cooperation among States in developing and "timing" research programs, particularly with reference to common problems extending across State boundaries, also was recommended, and detailed suggestions were made for stimulating and coordinating research activities by and between land grant and other colleges and institutions of higher learning.

It was further recommended by the committee and the institute that the United States Department of Agriculture "enlarge the Division of Farm Population and Rural Life in the Bureau of Agricultural Economics to the end that aid might be furnished in coordinating and strengthening rural sociology in the several regions of the United States."

NEW YORK TIMES
Book Review -
June 28, 1936

A Monumental and Authoritative Survey of the South

Dr. Odum Applies the Principles of Social Truths to the Region's Past, Present and Future

SOUTHERN REGIONS OF THE UNITED STATES. By Howard W. Odum. 664 pp., with 600 charts and maps. Chapel Hill: The University of North Carolina Press. $4.

By CHARLES McD. PUCKETTE

DR. ODUM for many years has been the guiding force of that group of social students who have labored at Chapel Hill, and whose work has borne fruit in the rich harvest of books on the South issuing from the University of North Carolina Press. His influence has extended throughout the region covered by this volume; he has been notably successful in enlisting the interest of intelligent, enlightened Southerners in all States. Now in the present monumental work, prepared with the cooperation of the Southern Regional Committee of the Social Science Research Council, Dr. Odum sums up the researches of years, and applies the principles of social truths to the problems of the South, past, present and future. The result is an outstanding achievement.

The casual reader may well be staggered by the encyclopedic wealth of statistical and other material in this volume—and occasionally by the vocabulary of sociology. More than 700 indices are employed, by which the South is measured, in terms of its culture, its resources, its capacities and its potentialities in many fields. At the beginning, in his interpretation of the facts assembled, Dr. Odum emphasizes the idea that in this social inventory he makes his approach from the regional-national instead of the earlier local-sectional point of view. Throughout he sees the South and its culture in the light of its contribution, actual and potential, to the national whole. The original sectionalism, he thinks, was a narrow and constantly constricting conception, more marked in the South than in any other area. His "regional premise" avoids "any hypotheses of a self-contained or self-sufficing South, and would stimulate a greater degree of Federal interest and participation on the part of the South."

Regionalism, Dr. Odum writes, "engages the nation first, making the national culture and welfare the final arbiter." No one can deny his assertion that sectionalism became in the South "America's Tragedy" and was an arbiter conditioning the region "to isolation, individualism, ingrowing patriotism, cultural inbreeding, civic immaturity and social inadequacy." This is a severe indictment, all the more telling because it is framed by Southern social students. And lest any one think that this book is a jeremiad, a wailing and a pointing of the accusing finger at past failings, it should be told now that the picture of the future (provided the people face the truth with intelligence and courage) is a hopeful one. All the leadership of the past and present "must be supplemented powerfully by realistic working plans and procedures." The groundwork for the planning is here.

It is impossible even to list the basic factors of regional excellence which the book marshals. Walter Lippmann's conclusion was that "everything that was ever possible for civilized man is possible here." Dr. Odum thinks that the South excels in the two primary resources, human and natural wealth, and "lags in the secondary resources of technology, artificial wealth and institutional services." The inventory of the natural wealth of the South would delight Colonel Sellers, and some of the compliments paid to the charm of the old order would gratify Colonel Carter of Cartersville.

Little space, however, is given to the past. This is an appraisal of the present and the future. Dr. Odum remarks that an understanding of the twofold aspect of the historical background of the South is necessary to a grasp of the situation as it is today. That twofold aspect was the old South before 1860, and the new South after 1860-70. "The present Southern politics is in great contrast to the first period, and is a logical product of the complex conditioning of the second. The later record of demagoguery in low places is in contrast to the earlier statesmanship in high places."

Elsewhere, however, the volume scarcely appears to be fair to the Southern representation in Congress in the

period since Woodrow Wilson rose to the Presidency. Granted that the South has been afflicted with a considerable (perhaps an excess) share of hill-billy rabble raisers, it is nevertheless the case that it has had in the Senate and House many men of substantial character and ability. Morgan and Pettus of Alabama in an earlier day, Carter Glass, John Sharp Williams, Cordell Hull and Joseph Byrns in later years deserve the thanks of State, region and nation; and the list could be extended. Even though it was the agrarian culture of the large landowner old order which produced the earlier leaders, and even though that has now given place to the small owner and tenant, the South can and still does produce men of fair political stature. Most of the worst demagogues helped themselves to power by the false issue of the Negro, and there is reason to believe that that issue is losing much of its force.

The racial question occupies fewer pages in the realistic social survey of the South than many would expect, but it is adequately presented. An excellent study is given of the migration northward in the last two decades, and of the reasons for it — the better economic opportunities in the North, and the denial of justice in the South. And the problem is the one "that next faces the region." Once again Dr. Odum approaches this regional question as a national one; he thinks that what is needed is to "magnify the treatment of the Negro, both South and North, as a supreme example of race tragedy under conditions which need not exist any more in civilized society." And the problem of the black man "lies at the very heart of the whole region's future development, a reality from which there is no escape." Dr. Odum makes a moving statement of the need for justice for the black race.

Although the development of industry and of a factory laboring class in the South in the past two generations naturally comes in for considerable attention, statistically and otherwise, many readers will look for more extended treatment of the relations of labor and industry than is given.

An excellent survey of education, literature and various cultural indices is a part of the picture presented. There can be no doubt of the accuracy of the delineation in the field of education. Great as the progress has been in many institutions, as in the University of North Carolina, the South still does not have her share of colleges and professors of the top rank. Dr. Odum in another chapter reverts to the loss to the South in the migration of some of her ablest sons to other regions, a loss not counterbalanced by the gain of capable men from elsewhere. The number of distinguished men and women of Southern birth is large; the proportion of them which have been obliged to find opportunities in other States is too great.

Naturally, the tenancy problem occupies a large place in the discussion of the agrarian situation. Tenancy is increasing, and the lot of these hundreds of thousands of families grows more difficult. Dr. Odum offers no specific cure, but suggests various types of experimental approach to a solution for the white and Negro—the opportunity to become owners, a better planning of crops and markets.

No adequate summary can be offered here of the planning for the future which Dr. Odum proposes—he even makes a time schedule of twelve years for certain basic steps. But no one can fail to be moved by his statement of the need for such planning (though he admits the public skepticism about "experts"). He draws an inspiring picture of the possibilities that lie ahead if the chance is seized. The labors of regional reconstruction and readjustment will be great, but the urgency of the need for intelligent facing of the facts is brilliantly brought out:

> * * * The South, now facing its own peculiar crises in the midst of and in relation to national recovery, appears almost equally capable of making the best or the worst of all possible contributions to the national culture of the next generation. That is, its contribution might be of the lowest as well as of the highest order; might add to the nation's burden as well as enhance its riches; might contribute to national conflict as well as national unity; might afford the shortest road to revolution or the quickest steps to fascism, as well as a logical part of an orderly planned reconstruction economy.

How long will the South have to make the choice? Dr. Odum thinks that she must soon affirm her determination to take up the task. And his book and the work of the Southern Regional Committee are the charter needed for the undertaking.

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OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

December 17, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:

I with to thank you for your letter giving me the information concerning the recent action of the Board.

I should like very much to go to New York at your convenience and talk with you and Dr. Buttrick about my plans. I have just had a long talk with Mr. Bachman and we are agreed that if it will be convenient for you and Dr. Buttrick, I shall go to New York between the 29th of December and the 1st of January, and discuss with you just what is necessary to be done before the special session of the General Assembly in the Spring, and how it is best to meet the needs which must be presented to the General Assembly.

Very sincerely yours,

E. C. Brooks.

State Superintendent Public Instruction.

Dr C82

December 13, 1919

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks:

At its recent meeting the General Education Board considered the report and recommendations made by the joint committee of state university presidents and state superintendents of education adopted at the conference held in Chicago, November 14 and 15. The Board adopted the following resolution:

> "RESOLVED, That the Board gives its general approval to the request for coöperation presented in the joint report of the presidents of southern state universities and southern state superintendents of education and authorizes the officers to report specific recommendations at a subsequent meeting of the Board."

In accordance with this resolution, Dr. Buttrick and I would be happy to entertain from you suggestions as to the course which you should like to pursue in the matter of appointing a state agent for secondary schools to be connected with the state department of education. We assume that the relation of the General Education Board to the new appointee would be the same as that which has hitherto prevailed in the relation of state agents for rural schools. It is our thought that we should recommend to the Board that a salary of $3,000 plus the necessary traveling expenses be attached to the new position.

AF/ESB

Very sincerely yours,

ABRAHAM FLEXNER

N C 82

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

GENERAL EDUCATION BOARD
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Jan. 10, 1920.

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Dr. Abraham Flexner,

61 Broadway, N. C.

New York, N. Y.

In accordance with our conversation in New York on December 24th, I have selected Dr. J. H. Highsmith as Supervisor of High Schools in North Carolina to take over the work formerly done by Prof. N. W. Walker of the University of North Carolina.

We will take care of Dr. Highsmith's salary and expenses temporarily. It was understood, I believe, that when the General Education Board formerly ratifies our agreement, this arrangement is to date from January 1st, and the General Education Board will refund whatever money we pay to meet Dr. Highsmith's salary and expenses.

I had a long talk with Dr. Chase, President of the University, and Prof. N. W. Walker. They entered heartily into this arrangement, and the understanding was very clear as to what Mr. Walker's duties would be.

You may be interested in learning that the press association of North Carolina, in special session on January 8th, unanimously and enthusiastically endorsed my program of certification and salary schedule which I discussed in detail with you. I believe I shall put this through without serious opposition.

With assurances of best wishes and kind regards for yourself and Dr. Buttrick, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

January 13, 1920

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

My dear Mr. Brooks:

In Mr. Flexner's absence from the city I have received your letter of the tenth regarding the selection of Dr. J.H. Highsmith as supervisor of high schools in North Carolina. I may say that at the next meeting of the General Education Board an appropriation will be made to cover the items of salary and traveling expenses in each of the several state departments and state universities. The matter of making Dr. Highsmith's salary retroactive beginning January 1, 1920, will also be considered by the Board at its meeting on February 26.

Very truly yours,

ESTHER S. BAILEY

Secretary

NC 82 G.E.B.

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

March 11, 1920.

GENERAL EDUCATION BOARD
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Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:-

I appreciate very much your letter of March 3d announcing that the General Education Board had made the appropriation of $3,000, together with allowance for traveling expenses and stenographic assistance. I appreciate the fact that the General Education Board permits this arrangement to date back to January 1, 1920.

Dr. Highsmith has already entered upon his duties and has given us very valuable assistance. We shall now announce it from the press that the Supervisor of High Schools has been transferred to the State Department of Education and that an additional professor of education has been added to the State University.

Thanking you for your letter and the generosity of the General Education Board, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

March 3, 1920

Honorable E. C. Brooks
State Department of Edncation
Raleigh, North Carolina

Dear Dr. Brooks:

At a meeting of the General Education Board held February 26, the officers of the Board were empowered to arrange with the state superintendents of the southern states for the appointment of a state agent for secondary education, on the following basis: viz., that his "main and primary business shall be the inspection and supervision of the secondary schools of the state, the salary of said state agent not to exceed Three thousand Dollars ($3000) per annum, with an allowance of additional sums not to exceed One thousand two hundred Dollars ($1,200) for travel and One thousand Dollars ($1,000) for stenographic assistance, it being definitely stipulated that the General Education Board's appropriation for this work will terminate at the end of five (5) years."

It was further voted that the appropriation for this work in the State of North Carolina should be dated back to January 1, 1920.

The officers have understood from some of the state superintendents of education that they would like to allow the incumbent of this office a leave of absence for the purpose of studying the subject of secondary education at some such institution as Teachers College, the

Harvard School of Education, or the George Peabody College for Teachers, said leave of absence to run from three months to an entire year. The Board has authorised the officers to approve a request of this sort, should it be made by the state superintendent.

We understand that Dr. J. H. Highsmith will be the state agent for secondary education. Our financial clerk will remit quarterly in advance in accordance with the terms of the aforesaid resolution, as soon as we receive final word from you.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

COPY

NC 82

May 28, 1920

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Mr. Brooks:

A number of the superintendents of education in states with which we are in coöperation have asked the General Education Board to increase the appropriation made for state agents of rural schools - white and colored - and state agents for high schools, so that the salaries would be $3,500 instead of $3,000 a year. The Board can not of course take any action in a matter of this kind except at the request and with the concurrence of the state superintendent of education. If you should regard it as desirable to fix the salaries in question at $3,500 per year instead of $3,000 per year, a request from you would receive prompt consideration. The increases might also be dated back one year, provided the state superintendent of education wishes.

We shall be happy to learn your pleasure in this matter.

Very sincerely yours,

(Signed) Abraham Flexner

AF/BEB

COPY (Original in folder - Rural School Agt.White, No N C 248)

NC 82

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH, N. C.

June 7, 1920

Dr. E. C. Sage
61 Broadway
New York, N. Y.

My dear Sir:-

I wish to thank the General Education Board for its appropriation of $3000 each for the salaries of State Agents for Rural Schools, and for a like appropriation, for the salary of the State Agent for Secondary Education, and for providing the necessary traveling expenses.

Very sincerely yours,

(Signed) E. C. Brooks

State Superintendent Public Instruction

N.C. 82

May 29, 1920.

Honorable E. C. Brooks,
Department of Education,
Raleigh, North Carolina.

My dear Mr. Brooks:-

At a meeting of the General Education Board held May 27, 1920, the sum of Three thousand Dollars ($3,000) was appropriated to the State Department of Education of North Carolina for the salary of Mr. J. H. Highsmith, State Agent for Secondary Education, and a further sum not to exceed One thousand two hundred Dollars ($1,200) for his traveling and other necessary expenses, and One thousand Dollars ($1,000) for stenographic assistance during the fiscal year July 1, 1920 to June 30, 1921, it being definitely stipulated that the support of this work by the General Education Board will finally terminate on or before June 30, 1925.

Very truly yours,

C. SAGE

ECS/GMC

NC 82

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

GENERAL EDUCATION BOARD
RECEIVED
JUN 9 1920
ANSWERED

June 7, 1920.

ATTENDED TO

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Doctor Flexner:-

I think it very necessary to increase the appropriation made for State Agents of Rural Schools, white and colored, and State Agents for High Schools. I am of the opinion that the salaries should not be less than $3500 a year.

Our new salary schedule makes it possible for local boards to pay superintendents of small towns $3500 a year. Many of the larger schools are paying from $4000 to $5000 a year. I find that it will be difficult for me to retain in the State Department the best talent unless we can pay more than $3000.

I am now preparing a budget for the State Board of Education asking that the heads of the departments be allowed $3500. Your suggestion, therefore, to increase the salaries of the agents to $3500 is fair and just.

I wish to thank the General Education Board for renewing its appropriation of $1500 to pay the salary of Mr. Attmore during the year 1920-21.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

June 11, 1920

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Mr. Brooks:

Returning to town, I find your kind favor of June 7. In accordance with your request we are notifying our Financial Clerk that the salaries of the three State Agents will hereafter be fixed at $3500 a year. A check providing $500 for each, so as to make this increase of salary retroactive, will be forwarded to you in the very near future.

With warm appreciation of your kind words, I am

Very sincerely yours,

ABRAHAM FLEXNER

AF/LFA

NC82

May 27, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks:

At a meeting of the General Education Board held yesterday the following appropriations were made for the year 1921-1922 to the State Department of Education of North Carolina:

	Salary	Traveling and other necessary expenses not to exceed	Stenographic assistance
State agent for secondary education	$3,500	$1,200	$1,000
State agent for rural schools (white)	$3,500	$1,500	$ 780
State agent for Negro rural schools	$3,500	$1,800	

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB
P.S.

You will remember that the appropriations for the state agents for secondary education are limited to a period of five years, terminating June 30, 1925.

A.F.

A C 82

May 26, 1922

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Superintendent Brooks,

It gives me pleasure to inform you that at the meeting of the General Education Board held yesterday, the following appropriations were made to the State Department of Education of North Carolina for the year commencing July 1, 1922:

	Salary	Traveling and other necessary expenses not to exceed	Stenographic Assistance
State agent for secondary education	$3,500	$1,200	$1,000
State agent for rural schools (white)	3,500	1,500	780
State agent for Negro rural schools	3,500	1,800	

I desire to call your attention to the fact that under the resolution adopted by the Board appropriating sums for the State Agent for Secondary Education in North Carolina, it is definitely stipulated that the support of this work by the General Education Board shall not extend beyond June 30, 1925.

Very sincerely yours,

WEB-IHG

Chief Clerk

NC 82

June 5, 1923

Honorable E. C. Brooks,
State Superintendent,
Department of Education,
Raleigh, North Carolina

My dear Mr. Brooks:

It gives me pleasure to inform you that at the meeting of the General Education Board held May 24,1923, the following appropriations were made to the State Department of Education of North Carolina for the year commencing July 1, 1923:

	Salary	Traveling and other necessary expenses not to exceed	Stenographic assistance
State Agent for Secondary Education	$3,500	$1,200	$1,000

May I remind you that it was agreed at the meeting of State Superintendents and officers of the Board, held at Chicago November 14 and 15, 1919, that the appropriations for the support of state agents for secondary

education and professors of secondary education in the State universities would not be extended by the General Education Board beyond June 30, 1925.

Yours very truly,

h e- 82+

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 29, 1924.

RECEIVED JUN 2 1924 GENERAL EDUCATION BOARD

Mr. W. W. Brierley,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Sir:--

I thank you for your letter of May 24, notifying me that the General Education Board had made an appropriation to the State Department of Education of North Carolina for the school year 1924-25, of the following amounts:

	Salary	Traveling and other necessary expenses not to exceed	Stenographic assistance
State Agent for Secondary Education	$3,500	$1,200	$1,000

I was aware that the policy of your Board was to curtail these expenditures with the expiration of the next school year.

I am,

Yours very sincerely,

A. T. Allen

A. T. Allen
State Superintendent Public Instruction.

NE-82

May 24, 1924

Honorable A. T. Allen,
State Department of Education,
Raleigh, North Carolina

My dear Mr. Allen:

It gives me pleasure to inform you that at the meeting of the General Education Board held May 22, 1924, the following appropriations were made to the State Department of Education of North Carolina for the year commencing July 1, 1924:

	Salary	Traveling and other necessary expenses not to exceed	Stenographic Assistance
State Agent for Secondary Education	$ 3,500	$ 1,200	$ 1,000

I desire to call your attention to the fact that the foregoing appropriations terminate assistance for this work from the General Education Board, this being in accordance with the decision reached at the conference of State Superintendents and the officers of the Board held in Chicago November 14 and 15, 1919, that the appropriations by the Board for the support of the State Agents of Secondary Education and Professors of Secondary Education in the State Universities would not be extended beyond June 30, 1925.

Very truly yours,

W. W. BRIERLEY

WWB-MVL

aC 82

Superintendent of Public Instruction
State of North Carolina
Raleigh

	F. P. B.	JAN 11 1926	FPB	
	January 9, 1926			

Dr. F.P. Bachman,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Bachman:

I have your letter of January 5th making inquiry as to the action of the State in taking over the work which the General Education Board had carried for a number of years in the inspection of rural high schools. The General Assembly made an appropriation of $20,000.00 for the Division of Inspection which took over the work that the General Education Board had carried and added to it somewhat. As you know, the General Education Board had had two men in North Carolina for two years prior to that. In this Division of Inspection we now have the following:

1. A director of school inspection
2. An assistant high school inspector--white
3. An assistant high school inspector--colored
4. An inspector of elementary schools--white
5. A stenographer.

This Division, it seems, had been sold to the State and it went over without any difficulty at all.

With sincerest good wishes, I am

Yours very truly,

A. T. Allen

A.T. Allen
State Superintendent Public Instruction.

NC 82

January 5, 1926

Dear Superintendent Allen:

As you know, the General Education Board undertook, beginning about July 1, 1920, to co-operate with state departments of education in the support of state high school inspectors. This co-operation terminated in June, 1925.

That our records may be complete, will you be kind enough to write us just what provision your state has made for the continuation of this work?

Sincerely yours,

FRANK P. BACHMAN

Honorable A. T. Allen
State Department of Education
Raleigh
North Carolina

FPB:T

E. C. BROOKS, SUPERINTENDENT
J. HENRY HIGHSMITH, INSPECTOR OF HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION
RECEIVED
FEB 5 1921
ANSWERED

NC 8 2a

Entered Feb.

February 1, 1921.

January 2nd-4th. East Bend-Yadkin County.
Discussion of consolidation with East Bend as center.
Address to the community on Monday night.
Tuesday-Visited Salem Academy. Inspected, especially
Science Department.
Conference with County Superintendent.

January 6th and 7th. Troy
Visited school at Candler with County Superintendent,
and Mr. Blair--Conference on consolidation Thursday after-
noon. Thursday night--Conferred with the school board at
Troy. Friday morning--Spoke at chapel service Troy.
Inspected Peabody Academy.

January 8th and 9th. Asheville.

Conference of high school teachers and principals at Biltmore.

January 14th and 15th-- Wingate.
14th conferred with County Superintendent and school board of
Wingate with reference to Teacher Training in the Wingate School.
15th--Address to students of Wingate School. Visited the County
Superintendent Monroe.

. SUPERINTENDENT
IGHSMITH, INSPECTOR OF HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

January 17th-22nd. Manteo.

18th. Visited Elizabeth City High School. Spoke at chapel services. Inspected high school. Inspected Roanoke Academy. Conferred with County Superintendent.

19th. Inspected Manteo School. Spoke at chapl services. Conferred with teachers Wednesday afternoon. Wednesday evening address to community.

20th. Inspected Edenton High School. Visited the Methodist School for colored children. Conference with City and County Superintendents on consolidation and high school plans for the County.

21st. Inspected New Bern High School, especially Science department. Inspected colored high school. Visited Dr. Sutton's Industrial Academy. Inspected Dover School. Address at Kinston on bond issue.

January 27th-29th. Engagements at China Grove, Wilson, and Snow Hill cancelled on account of the weather.

NC82a

GENERAL EDUCATION BOARD
RECEIVED
MAR 17 1921
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

March 9, 1921.

Feb. 2--Inspected Academic Department of Peace Institute, Raleigh, N. C.

Feb. 3--Visited Livingston College, Salisbury, N. C. with Mr. A. T. Allen, for the purpose of rating the Institution.
Rated Mitchell College, Statesville, N. C.

Feb. 4--China Grove-Conference with County Superintendent, members of school boards of China Grove and Rowan County Farm Life School with reference to conducting all high school work at the Farm Life School.

Feb. 9--Inspected Wendell High School, Wake County, N. C.

Feb. 10--Trip to Liberty had to be abandoned on account of the weather. Went to Sanford and returned.

Feb. 11--Inspected schools at Timberlake, Olive Hill, Bethel Hill in Person County, making brief address at each place.

Feb. 12--Attended County teacher's meeting, spoke to high school section on the reading circle book and to all of the teachers on certification.

Feb. 14--Lenoir College, Hickory, N. C. Assisted Mr. A. T. Allen in rating this Institution.

Feb. 15--Rated the College of St. Genevieve of the Pines, Asheville, N. C.

Feb. 16--Lexington-Conference with the County Superintendent, County School Board and the Mayor of Lexington on proposed township high school.

Selection of site for the new consolidated school at Welcome.

Feb. 17--China Grove--Address on consolidation of schools. Inspected the China Grove School and the Rowan County Farm Life School.

Feb. 18--Bethania, Forsyth County--Address on consolidation of schools and transportation of pupils.

Feb. 22--Farmington-Address on local taxation.
Visited the school at Mocksville.

Feb. 23--Inspected Yadkinville School.
Made address at Hamptonville on local taxation.

Superintendent of Public Instruction
State of North Carolina
Raleigh

Feb. 25-28--Attended the Department of Superintendence of the National Education Association, Atlantic City.

J Highsmith

NC82a

Superintendent of Public Instruction
State of North Carolina
Raleigh

EDUCATION BOARD
RECEIVED
APR 8
1921
ANSWERED

March 30, 1921.

Entered
Summarized
L.F.A.

March 1-6- N. E. A. Atlantic City, N. J.

March 8-9- High school examination questions.

March 11th- Meeting of Board of Examiners.

March 12th- Address before the County Teacher's Association Greene County at Snow Hill, N. C.

March 14-15- Rating Carolina College, Maxton--Flora MacDonald College, Red Springs.

March 16th- Inspected St. Mary's School(Academic Department) Raleigh, N. C.

March 17th- Conference with representatives of Elon College.

March 18-19- Address at Bunn High School in Franklin County Inspected Louisburg High School.

March 21st- Address on Local Taxation at Cooleemee, N. C. Inspected High School.

March 22-24- Attendance upon Superintendent's Meeting at Greensboro, N. C.

J. Henry Highsmith.

NC 82a

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, SUPERINTENDENT
J. HENRY HIGHSMITH, INSPECTOR OF HIGH SCHOOLS

GENERAL EDUCATION
RECEIVED
MAY 1 1921
ANSWERED

April 1st and 2nd--Plymouth, N. C. Inspected old and new school buildings. Spoke before the Parent Teacher's Association. Address on the proposed bond issue.

April 4th and 5th--Mt. Airy, N. C. Inspected the new school building. Inspected the present high school. Address to high school students. Address before the Parent Teacher's Association.

April 7th and 8th--Vanceboro, N. C. Group Commencement.

April 11th &12th --Winston-Salem, N. C. Conference with County Board of Education of Forsyth County relative to consolidation project at Bethania. Address at Troutman on proposed bond issue.

April 13th --Bonlee, N. C. Inspected the high school with reference to accredited rating.

April 15th --Stanhope, N. C. Nash County-Commencement Address.

April 16th --Caswell County--County Commencement.

April 19th & 20th--Bertie County--Group Commencement at Mars Hill, N. C.

April 21st &22nd --Northampton County--Group Commencement at Jackson, N. C.

April 26th --Vass, N. C. Address at Sand Hill Farm Life School.

April 27th --Wallace, N. C. Commencement Address.

April 28th --Salemburg, N. C. Commencement Address.

April 29th --Princeton, N. C. Commencement Address.

NC662a

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

GENERAL EDUCATION
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JUN 19 1931
E. C. BRO[illegible]
STATE SUPERINTENDENT PUBLIC INSTRUCTION
ANSWERED

May 1st & 2nd--Crouse--Inspected the high school with reference to accredited rating. School does not meet requirements. Made Commencement Address.

May 3rd & 4th--Polk County--Inspected High School at Tryon. Situation unsatisfactory. Consolidation is needed. Made Commence ment Address at Columbus.

May 9th & 10th--Bessemer City--Inspected school and found that requirements for accredited rating were being met. School replaced on accredited list. Especially good work in Home Economics. Made Commencement Address.

May 11th----Wagram--Address at close of school on consolidation of schools and transportation of pupils.

May 13th--Macclesfield--Commencement Address. Conference with County Superintendent, teachers, and school committeemen at Conetoe with reference to a standard high school.

May 16th & 17th--Pamlico County--Conference with County Superintendent, principal of school, and members of school committee at Stonewall with reference to consolidation and transportation so as to establish a standard school at Stonewall. It seems to be the place in the County for giving special aid.

Conference with County Superintendent, principal of school, and school committee at Oriental. Splendid school spirit, but territory and building will have to be enlarged before the school becomes standard.

May 19th--Lucama--Commencement Address--with emphasis upon increased facilities for high school.

May 20th--Grifton--Commencement Address.

May 23rd & 24th--Newton--Inspected Newton High School--Seems to be meeting requirements for accredited rating. Conference with County Superintendent, high school principal and school board at Maiden. Conference with City and County Superintendents, and city school board at Newton with reference to proposed bond issue for the new school.

May 26th--Roper--Inspected school, conferred with schoolcommittee and high school principal with reference to new building. Commencement Address.

May 28th--Middlesex--Speech in connection with proposed bond election.

May 30th--Raleigh, N. C. Commencement Address at School for the Blind.

NC 82a

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

RECEIVED
JUL 11 1921
GENERAL EDUCATION BOARD
E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

July 8th--Bryson City--Conference with County Superintendent with reference to high school situation of the County. Conference with director of summer school.

July 9th--Franklin--Conference with city and county school boards and County Superintendent--Address at night.

July 12th--Lenoir--Visited county summer school. Made address to students--Conference with County Superintendent, principal of Oak Hill School with reference to making the Oak Hill School a standard school.

July 13th & 14th--Boone. Lectures to students of Applachian Training School.

July 15th-16th--Mocksville--Address and conference.

July 20th-26th--Lectures at Wake Forest Summer School.

July 27th-30th--Lectures at Shaw University Summer School.

July 28th&29th--Graham--Speech on consolidation.

J. Henry Highsmith.

NC82a

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

RECEIVED
AUG 8 1921
GENERAL EDUCATION

June 2nd & 3rd--Trip to Stanley County--Special reference to the Badin situation.

June 7th--Durham--Rating of National Training School.

June 8th--Raleigh--Rating Shaw University.

June 9th & 10th--Carteret County--Conference with reference to consolidation of schools at Gloucester--Address.

June 11th--Raleigh--Inspection of St Augustine School.

June 13th & 14th--Camden County--Visited schools in district in connection with proposed consolidation at Shiloh.

June 16th--Greensboro--Colored Teacher's Association.

June 17th--Wilmington--Commencement Address.

June 20th-30th--Lectures at A & E Summer School.

June 25th--Oxford--Rating Oxford College.

June 26th & 27th--China Grove--Conference in connection with high school situation.

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, SUPERINTENDENT
J. HENRY HIGHSMITH, INSPECTOR OF HIGH SCHOOLS

NC 824

Enclosure Req

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GENERAL

August 31, 1921.

August 2-4- Conference with superintendents at Asheville. Special reference to establishment of standard schools in counties having no standard schools at the present.

August 4-5- Walnut Cove. Inspected high school. Had conference with County Superintendent, high school Principal and school Board with reference to making Walnut Cove a standard school. Visited new negro school.

August 8-9- Greensboro and High Point. Visits to A & T College and Bennett College, Greensboro, and High Point Normal School, High Point, for purpose of rating.

August 10th- Concord. Rated Scotia Seminary.

August 11th- Bethania. Speach on local tax in connection with consolidation. Tax has since been voted.

August 18th--Farmers' Conference A & T College Greensboro.

August 19th-20th--Person County. Meeting with the County Superintendent and County School Board for discussion of transportation. Discussion of high school situation. Address at Bethel Hill on requirements for a standard school.

August 24th-25th-- Union County. Address before the summer school students, committeemen, and citizens on consolidation and general school improvement. Looked over new high school building in construction. Will be a splendid plant, having sixteen rooms with a basement excavated under entire building. Plant will cost $100,000 Six acres of land recently purchased.

August 26th--Marion Inspected Nebo High School with reference to special appropriation for making it a standard school.

August 27th--Mitchell County, Address at County Teachers' Meeting, on consolidation and transportation and the establishment of standard high schools. Mitchell County has no standard school.

August 30th. Durham. Conference with Superintendent Holton with reference to inspecting high schools and co-operating with State Department.

AC 820

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
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OCT 17 192.
ANSWERED

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

September 2nd--

Kernersville--Conference with Superintendent and School Board. Public Address.

September 3rd--
Winston-Salem--Teacher's Meeting.

September 5th--
Harnett County--Address at Lillington

September 10th--
Zebulon. Address at Wake County Conference.

September 11th and 12th--
Lenoir County. Inspected Pink Hill School with reference to special aid. Address to school and committment
September 13th and 14th--

Stonewalle--Address at dedication of new high school building.

September 15th--

Shaw University, Raleigh, N. C. Conference of negro teachers and citizens--Address.

September 19th--

Chapel Hill--Attended citizenship conference.

September 20th--

Conference with Dr. D. B. Bryan at Wake Forest with reference to high school inspection. Rated Kittrell College.

September 22nd and 23rd.-

Jones County..Inspected school at Trenton with reference to special aid--Held conference with Superintendent and school board. Inspected school at Maysville

September 25th--27th--

Alleghany County. Inspected schools at Sparta, Turkey Knob, and Glade Valley. Conference with Superintendent and members of county board. Addresses made at Sparta and Turkey Knob.

NC 82a

Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

DEPT. OF PUBLIC EDUCATION
RECEIVED
NOV 12 1921
ANSWERED

November 9, 1921.

October 2nd-5th--

Ashe County--Trip made at Superintendent Brooks suggestion in connection with tax rate sufficient to yield revenue for a six months school term. Conferred with County Superintendent, members of County Board, and Mr. Tam Bowie. Inspected schools at West Jefferson, Jefferson, Grassy Creek, Helton, making an address at each place.

October 7th-8th--

Attended conference at Greensboro. Conference called to discuss certain questions in connection with higher education.

October 12th-13th--

Plymouth--Inspected new school building. Visited number of rural schools. Inspected school at Creswell with reference to meeting requirements for accredited rating.

October 14th--

Edenton--Address before county teachers and school committeemen.

October 21st-22nd--

Inspected high school at Wilmington. Inspected school at Southport-Made address at Southport on Friday evening. Visited site of the proposed consolidated school at Supply.

October 26th--29th--

Yancey County. Made address at county-wide meeting at Burnsville Friday morning. Inspected McCormick Institute, Yancey Collegiate Institute, Burnsville High School.

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Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

December 7, 1921.

November 2nd --4th-- Pamlico County

Inspected schools at Alliance, Bayboro, Stonewall and Arapahoe. Superintendent Attmore has a splendid program of consolidation of schools and transportation of pupils. He has also a fine building program. Seven brick school houses are under construction at the present time. When the program which he has launched is carried to its conclusion Pamlico County will have one of the best school systems in the State.

November 5th--Goldsboro

Address before Wayne County Teachers' Association.

November 17th--

Inspected Berry O'Kelly's School--Method. School is in need of funds.

November 18th--

Visited St. Augustine School, Raleigh with Mr. A. T. Allen in connection with rating of college department.

November 19th--

Wallstonburg--Address on consolidation of schools in order that a high school may be established at Wallstonburg.

November 22nd-25th-- North Carolina Teachers' Assembly, Raleigh, N. C.

Time in office was spent mainly on preparation of library list for high schools.

Checking Preliminary Reports from various high schools in the State. Made request for reports not in, to get information for statement to be made before County Superintendents at Teachers' Assembly meeting.

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ONSMITH
IGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

Had planned to attend meeting of Association of Secondary Schools and Colleges of the Southern States at Birmingham, beginning on Tuesday the 29th, but this trip was abandoned on account of sickness in the family.

J. Henry Highsmith.

NC82a
Retired
MSD

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS, SUPERINTENDENT
J. HENRY HIGHSMITH, INSPECTOR OF HIGH SCHOOLS

January 4, 1922.

December 14th-15th--

Thomasville--

Visited Thomasville Orphanage with Representative of the Department of Public Welfare. Discussed with Superintendent and Principal of School certain changes in order to enable the School to meet requirements for accredited rating.

December 18th-19th--

Currituck County--

Visited Moyock High School. Conferred with County Superintendent and County Board at Currituck. Inspected school at Poplar Branch. Made address in Moyock Monday evening.

December 29th-31st--

Beaufort---

Trip to Beaufort in connection with bond issue. Address at Marshallburg on Friday evening.

Further field work impossible on account of illness of Mrs. Highsmith, who was in the hospital for the first two weeks in the month.

J. Henry Highsmith,
Supervisor of High Schools.

NC82a

January 4th & 5th--

Franklin, N. C.

Entered 4458

Address in connection with proposed bond issue of $50,000 for high school building. Inspected high school.

January 6th--

Sylva, N. C.

Inspected Sylva High School and Sylva Collegiate Institute. Visited Cullowhee Normal School.

January 7th--

Bryson City, N. C.

Conference with Superintendent N. E. Wright with reference to high school situation in Swain County.

January 12th--

Greenville, N. C.

Conference with Professors Wilson, Austin and Meadows of East Carolina Teachers College with reference to high school inspection in Pitt, Martin and Beaufort Counties.

January 13th--

Trip to Chowan College in connection with rating that Institution. Made short address to students.

January 18th & 19th--

Trip to Mars Hill College for purpose of inspection

January 20th--

Waynesville, N. C.

County Commencement address.

January 21st--

Asheville, N. C.

Visited Asheville Normal School for purpose of rating high school department.

January 26th--

Address before Woman's Club of Raleigh on "HIGHER EDUCATION"

January 30th & 31st--

Sampson County--

Inspected Roseboro High School. Made address to students. Inspected Clinton High School--Made address before group teachers' meeting.

J. Henry Highsmith,
Raleigh, N.C.

Mr. Highsmith's Report for Feb. 1922

Notes
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Cp. 2/c to C.A.B.

February 1st.

Inspected Shady Grove High School.

February 2nd.

Warsaw--Inspected school with reference to accredited rating. Found requirements being met. Made address in connection with proposed consolidation.

February 5th to 7th--

Southport--Inspected Southport School. Made address to high school students. Conferred with town and county Boards of Education and Superintendents with reference to official relationship of Southport to the County system.

February 17th--

Chapel Hill- Conferred with Professor N. W. Walker with reference to inspection of schools by University professors of Education---Also with reference to work of Southern Educational Association.

February 23rd--

Hawfield--Visited school--made address to citizens and students. Conference with School Board with reference to new high school building.

February 25th-28th-- Chicago

Meeting of Department of Superintendence of the N. E. A.

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report J. H. Highsmith

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MARCH EXPENSE ACCOUNT.

March 1st--4th--

Department of Superintendence N. E. A. Chicago.

March 10th--11th--

Greensboro--Meeting of Conference of College Presidents.

Inspected Immanuel Lutheran College with reference to accredited rating.

March 13th--

Elizabeth City--Inspected Elizabeth City High School. Conferred with Superintendent M. P. Jennings, Pasquotank County, with reference to high school situation.

Conferred with F. M. Eason in Camden County.

March 14th--

Address at Shiloh. Conferred with County Superintendent, County Board, and local authorities with reference to Shiloh School.

March 15th--

Hertford. Inspected Hertford High School--Held Conference with School Board and City Superintendent with reference to accredited rating and further development for the Hertford School.

Talked with County Superintendent and Supervisor with reference to Whiteston School. Visit to the school impossible on account of roads.

March 16th--

Washington--Inspected Washington High School. Inspected Washington Collegiate Institute, with reference to accredited rating. Requirements not being met.

March 24th--

Montgomery County. Inspected Troy High School. Inspected Peabody Collegiate Institute-Negro School at Troy. Made address at Star.

March 29th-30th--

Tyrrell County--County Commencement address.

March 31st--

Beaufort County--Inspected Pantego School with reference to accredited rating.

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MAY 1922.

May 2nd--Cherryville--

Commencement address. Inspected Tryon High School Gaston County.

May 3rd--Wadesboro--

Inspected Wadesboro High School. Made address at Lilesville,

May 4th--Wake Forest--

Address before the Educational Club at Wake Forest

May 5th--Youngsville--

Address at close of Youngsville School--address at Stovall--Granville County.

May 9th--Roseboro--

Address at Close of school.

May 11th--Wilson--

Visit to Atlantic Christian College for purpose of re-rating the Institution.

May 12th and 13th--Wilkes County--

Conferende with the North Wilkesboro School Board.

Conferenow with the County Superintendent and Chairman of the County Board with reference to Ronda and consolidation of other schools in the County.

Conference with school boards of Wilkesboro and North Wilkesboro. Commencement address.

May 17th--Chatham County--

Address at Bonlee.

May 18th--Oxford--

Visit to Oxford College in connection with re-rating the Institution.

May 19th--Stanesbury--

Commencement address.

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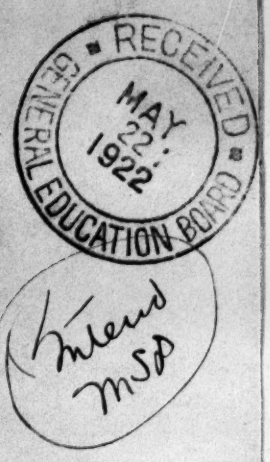
Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

May 16, 1922.



April 1st--

Pamlico County--Inspected Alliance and Stonewall school buildings and conferred with County Superintendent and members of the County Board of Education.

April 4th-5th-and 6th--

Asheville---Attended district superintendents' meeting. Discussed high schools.

April 7th----

Blowing Rock. Conference with School Committee. Address on consolidation for development of high school at Blowing Rock.

April 10th----

Inspected the Methodist Orphanage, Raleigh in connection with accredited rating.

April 11th-----

Monroe. Address at opening of new high school building

April 12th-----

Bay Leaf--Address at close of Bay Leaf High School.

April 18th-----

Wayne County---Inspected Pikeville High School. Address at Rosewood--Group Center Commencement.

April 20th-----

Greensboro--Attended district superintendents meeting. Discussed subject of high schools.

Department of Public Instruction
State of North Carolina
Raleigh

F SUPERVISION
—
RY HIGHSMITH
OR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

April 21st------

Dover--Inspected the Dover School with reference to accredited rating. Address group commencement held at Dover

April 22nd------

Inspected Trenton School. Made an address to the citizens of the community. Held a conference with School Board, and County Superintendent with reference to Trenton school.

April 24th-----

Hoffman--Commencement address.

April 25th-----

Richmond County--Inspected schools at Rockingham, Hamlet, Ellerbe, Roberdel. Made address at Roberdel in favor of consolidation of that school with Rockingham School.

April 26th-----

Goldsboro--District superintendents meeting. Discussed high schools.

April 27th-----

Stpkes County--Inspected schools af Walnut Cove, and King Made address at Danbury.

April 28th-----

Inspected high school at Boonville with reference to accredited rating. Made address.

June 16

June 16th-- Address before the Teacher's Conference at Shaw University.

June 23rd and 24th-- Pinehurst.

Address before the Community Club at Pinehurst. Conference with Committee, County Superintendent, and member of the County Board with reference to consolidation of schools at Pinehurst.

Only one trip was made during the month of June as indicated. Further field work was not undertaken for the following reasons:

1. Work on the course of study.
2. On account of some work in connection with the A & E College Summer School.
3. Sickness of my wife incident to the birth of our little girl, on June 10.

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Highschools

JULY.

July 4th--

Address at Hemp, N. C. in connection with local tax election.

July 14th and 15th--

Greenville. Visited East Carolina Teacher's College for the purpose of getting information in connection with re-rating the Institution.

July 22nd-

Raleigh--Yarborough Hotel.

Attended meeting of Committee for the North Carolina College Association to discuss Junior High Schools.

July 31st--

Chapel Hill. Visit to the University Summer School. Conference with Professor N. W. Walker with reference to proposed high school principal's conferences.

1-26

Some work each morning in connection with the summer school at A & E College.

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AUGUST.

OCT 1922 GENERAL EDUCATION

August 1-----

Durham---Visited the Durham Business School for the purpose of rating the Institution with reference to certificates for graduates of the School.

August 7--------

Carthage---Appeared before the Board of County Commissioners in connection with the local tax election in the Hemp District.

August 8--------

Bailey---Address in connection with local tax election to be held in the Bailey district.

August 15-------

Lenoir---Visited the Oak Hill School in connection with request for special appropriation to establish a standard high school.

August 16-------

Visited Rutherford College with Mr. Allen for purpose of rating that Institution. Also visited Catawba College at Newton for purpose of getting information in connection with re-rating Catawba College.

August 17--------

Visited Davenport College with Mr. Allen with purpose of rating that Institution.

August 23---------

Lenoir---Appeared before the County Board of Education of Caldwell County in connection with appropriation to the Oak Hill School. Made visit to the school [illegible] made suggestions with reference to its [illegible]

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ugust 24---

Mocksville---Visited the School and conferred wi... Superintendent Richardson and Chairman of the City School Board with reference to course of study and plans for next year. Made visit with County Superintendent to the new scho... at Cooleemee. A splendid plant is being erected at that pl...

August 27th-and 28th--

Madison County--Went with County Superintendent on a visit to the various schools in the County. Visited first the school at Marshall where four additional rooms are being added to the present building. Visited Madison Seminary. Also visited the school at Walnut, where bonds have been voted for a new school building. This building is to be constructed in the near future. Appeared before the County Board in connection with certain improvements to be made in the Marshall School.

August 29th--

Buncombe County--Conferred with County Superintendent with reference to the High School Principals' Conference to be held in Asheville on September 15-16. Had interview with newspaper reporter ~~xxx~~ in connection with the Conference. Mr Made visit with County Superintendent and member of County Board to the new school at Candler.

August 30th---

Burke County---Went with County Superintendent to visit the new high school building at Morganton. Visited also the school at Glen Alpine, Duke, Hildebran, and Valdese. Superintendent Sigmon has on a fine building program for his County.

J. Henry Highsmith
Raleigh

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OCTOBER

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October 5-7- Wilmington.

High School Principals' Conference. Report of this Conference has already been made.

October 12-14. Greenville.

High School Principals' Conference. Report of thos Conference has already been made.

October 24. Chowan County.

Inspected Chowan High School in connection with special appropriation to raise that school to standard grade. Special appropriation is recommended. With the establishment of a standard high school at Chowan, Edenton being a standard school, it will be possible for every child in Chowan County to have access to a standard high school.

October 26. Hyde County.

Inspected schools at Swan Quarter, Lake Landing, Englehard, and Fairfield. Made an address at Swan Quarter on Thursday night in connection with proposed building at that place. Inspected Lake Landing school with reference to appropriation for establishment of standard school. Four additional rooms are being built at this place, and when certain contemplated improvements have been made it will be possible for the school to do acceptable work.

October 27. Beaufort County.

Inspected schools at Belhaven, Pantego, and Bath. Inspected the Bath situation in connection with special appropriation. An appropriation of $500.00 will be recommended in order to increase the length of term that the school may begin to meet the requirements for accredited rating.

October 28. Northampton County.

Made address at County Teachers' Meeting.

NC82 Dr. B. to List

Superintendent of Public Instruction
State of North Carolina
Raleigh

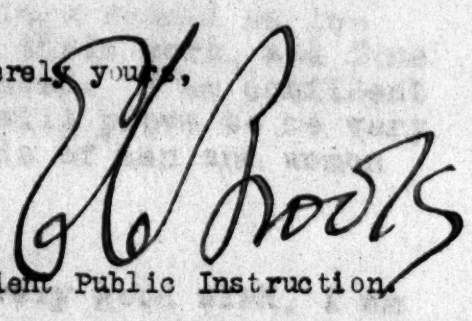
October 24, 1922.

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N.Y.

My dear Sir:--

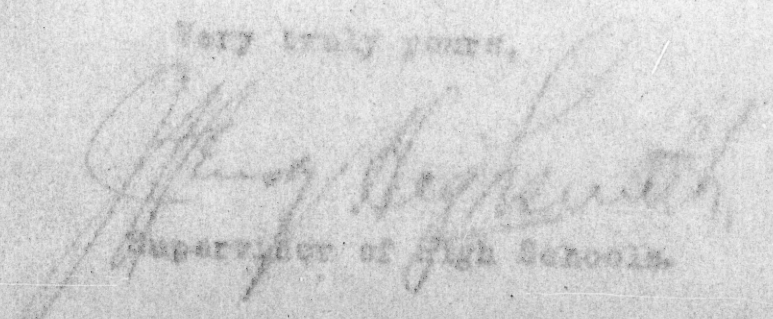
I am sending you, enclosed, a copy of Dr. Highsmith's report for the month of September, which gives a detailed account of our High School Principals' Conferences recently held in the State. We have held no conferences since I have been in office that have been more beneficial, in my judgment, and that have given the principals of our high schools a clearer idea of their duties and responsibilities. I think you will be interested in this report.

Very sincerely yours,



State Superintendent Public Instruction.

Very truly yours,



Supervisor of High Schools.

OF SUPERVISION

NRY HIGHSMITH
SON HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

October 23, 1922.

Dr. E. C. Brooks,
State Superintendent of Public Instruction,
Raleigh, N. C.

Dear Dr. Brooks:-

I beg to submit herewith a report of the High School Principals' Conferences recently held in the State. As indicated in the report five conferences were held, beginning September 15th, and closing October 14th— One conference each week for five weeks. The attendance, as will be seen from the figures given for each conference, was splendid and the interest all that could be desired. Every county in the State was represented at one of these conferences. The men and women who attended the meetings showed an intelligent interest in their work, and fine enthusiasm was manifested. I am confident that the conferences will prove to be very helpful to the hundreds of men and women who attended.

With every good wish, I am

Very truly yours,

Henry Highsmith,

Supervisor of High Schools.

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HIGH SCHOOL PRINCIPALS' CONFERENCES.

Five conferences of High School Principals were held as follows:

Asheville-----September	15-16.
Greensboro----September	22-23.
Raleigh-------September	29-30.
Wilmington----October	6- 7.
Greenville----October	13-14.

The five conferences were held in the places named in order that they might be as accessible as possible to all high school principals.

A general program was prepared and carried out in every conference with slight modification and adaptation to each Conference. Some of the speakers appeared on the program at each conference, but for the most part the discussions were carried on by principals attending the conferences from a given district.

1. The Asheville Conference--

This Conference was held on Friday and Saturday September 15-16. The following counties were included in the Asheville district: Buncombe, Cherokee, Clay, Graham, Macon, Swain, Jackson, Haywood, Transylvania, Henderson, Polk, Yancey, Mitchell, Cleveland, Madison, Ashe, Avery, Watauga, Burke, McDowell, Rutherford, Caldwell, Catawba, and Lincoln.

The Conference was opened with an address by Dr. R. C. Brooks. Mr. A. T. Allen discussed Teacher Training in the High School. Professor N. W. Walker of the University of North Carolina spoke on High School Problems. Mr. T. E. Vrowne, discussed Teaching Vocational Subjects in the High School. Principal W. H. Crawford and Principal Cora L. Tyner led the discussion of the Duties of the High School Principal. Principal T. W. Valentine, discussed Supervised Study. Principal L. F. Jackson gave an account of the working at the Stanley McCormick Institute, in Yancey County, where pupils are promoted and graduated upon achievement. The question of College Entrance Requirements was discussed by President J. C. Peery of Lenoir College and Principal R. A. J. Hutchins of the Asheville City School. Mr. E. R. Rankin of the University of North Carolina presented the matter of High School Athletics. This [illegible] was discussed by Mr. George Jackson, of the Asheville [illegible] and Superintendent Frederick Archer of Greensboro. [illegible] Warren, Secretary of the Teachers Assembly, [illegible] the Conference. The following [illegible] discussion:

Rules and Regulations Governing High Schools.
State Adopted Books.
Records and Reports.
School Equipment.
Classification of High Schools.
The High School Course of Study.

The Conference was held at the Asheville High School, one of the best high schools, from every standpoint, in North Carolina. About one hundred and twenty-five representatives attended the Conference, many of the counties being represented by the County Superintendent and every high school principal.

2. The Greensboro Conference.

This Conference was held on September 22-23 in the Assembly room of the County Board of Education. The following counties were included in the Greensboro district: Guilford, Alleghany, Wilkes, Surry, Stokes, Rockingham, Caswell, Alexander, Gaston, Davidson, Forsyth, Iredell, Mecklenburg, Rowan, Union, Yadkin, Cabarrus, Stanly, Montgomery, Randolph, Alamance, Moore, Davie.

Dr. Brooks, Mr. A. T. Allen, Professor N. W. Walker, and Mr. T. E. Browne made addresses at the Conference. The question of College Entrance Requirements was discussed by Dr. Raymond Binford of Guilford College and Principal G. B. Phillips of the Greensboro High School. One of the most interesting features of this Conference was the reports of Professors of Education on the work of Inspection of High Schools during the past school year. Reports were made by Dr. A. P. Kephart, and Professor John H. Cook of the North Carolina College for Women Dr. Frazer Hood of Davidson College, Professor L. Lea White, of Guilford College, Dr. W. C. Wicker of Elon College. Mrs. T. E. Johnston, Rural School Supervisor and Mr. J. B. Warren, Secretary of the Teachers Assembly made short addresses. The round table discussion on High School Problems was interesting and was entered into heartily by the members of the Conference and such questions as records and reports, rules and regulations governing high schools, use of State adopted books, school equipment, the duties of the high school principal, and the course of study were duly considered. The discussion of High School Athletics was lead by Mr. E. R. Rankin and Superintendent Frederick Archer of Greensboro.

The attendance at this Conference was one hundred and [illegible] two. Many counties had one hundred percent attendance, [illegible] tendent Chas. A. Reap, for example, of Stanly County brought all his high school principals on a school truck.

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3. The Raleigh Conference.

This Conference was held in the Hall of the House of Representatives Friday and Saturday September 29-30. Included in the Raleigh district were the following counties: Wake, Durham, Person, Granville, Harnett, Johnston, Vance, Franklin, Warren, Wilson, Nash, Wayne, Lee, Anson, Cumberland, Orange, Chatham, and Richmond.

The opening address of the Conference was made by Superintendent E. C. Brooks, Mr. T. E. Browne discussed Vocational Education. Miss Susan Fulghum discussed the Relationship of Elementary and High Schools. College Entrance Requirements were discussed by Professor E. M. Highsmith of Meredith College and Principal M. B. Dry of Cary. Principal W. W. Barnhart of Oxford lead the discussion of the Duties of the High School Principal. Superintendent Thos. H. Franks of Smithfield discussed Supervised Study. Miss Eliza Parker of Wilson opened the discussion on Problems of the Small High School. Mr. J. B. Warren presented the matter of the North Carolina Teachers Assembly. Reports on inspection of high schools were made by the following:

Professor Holland Holton, Trinity College
Professor M. C. S. Noble, University of North Carolina.
Dr. D. B. Bryan, Wake Forest College.
Professor Leon E. Cook, State College of Agriculture and Engineering.

Principal H. F. Srygley of the Raleigh High School discussed Records and Reports. Such practical matters as rules and regulations, the course of study, school equipment, and classification of schools were given due consideration. Mr. E. R. Rankin of the University of North Carolina lead the discussion of High School Athletics. About one hundred and twenty-five high school principals and others interested in Secondary Education attended the Conference.

4. The Wilmington Conference.

This Conference was held in the New Hanover High School, Wilmington on Friday and Saturday October 6-7. The following counties were included in the Wilmington district: New Hanover, Brunswick, Columbus, Roberson, Scotland, Hoke, Bladen, Sampson, Pender, Onslow, Jones, and Duplin.

The attendance at the Conference was excellent, a total of sixty-three persons being enrolled from the twelve counties in the district.

Dean N. W. Walker of the School of Education [illegible] University of North Carolina discussed [illegible]
Miss Susan Fulghum on Supervised [illegible]
by [illegible]
Chatham [illegible]

Memory, Jr. led the discussion of the Problem of the Small High School. College Entrance Requirements were discussed by President E. J. Green of Carolina College and Principal M. G. Little of the New Hanover High School. Principal C.E. Snoddy spoke on the Duties of the High School Principal. Mr. E. R. Rankin presented the matter of High School Athletics. This subject was discussed by Superintendent W. B. Crumpton of Lumberton and others. The round table discussions of practical problems were in many respects the most helpful features of this Conference.

5. The Greenville Conference.

This Conference was held at the East Carolina Teachers College on Friday and Saturday October 13-14.

State Superintendent E. C. Brooks spoke to the Conference on some of the Outstanding Problems in Secondary Education. Mr. T. E. Browne spoke on Vocational Education. Miss Hattie Parrott, Rural Supervisor discussed Grouping Students According to Ability for Purposes of Instruction. President Robt. H. Wright of the East Carolina Teachers College and Superintendent M. A. Huggins of Scotland Neck discussed College Entrance Requirements. Superintendent J. H. Rose of Greenville gave a very practical discussion of Records and Reports. Principal A. B. Combs of Elizabeth City spoke on the Duties of the High School Principal. The discussion on the Problems of the Small High School was led by Mr. A. Y. Dowell. Reports of inspection of high schools were made by Professors Leggett, Austin, and Meadows of the East Carolina Teachers College. Mr. E. R. Rankin presented the matter of High School Athletics. This topic was freely discussed by members of the Conference. The attendance was eighty-four.

At each of these conferences one person was appointed to be a member of a Committee of five on College Entrance Requirements to represent the high school principals in the discussion of this question with the Association of College Presidents of North Carolina. The following principals compose the Committee:

Principal A. J. Manning,	Asheville
Principal G. B. Phillips,	Greensboro
Principal M. B. Dry,	Cary
Principal M. G. Little,	Wilmington
Principal M. A. Huggins,	Scotland Neck,

VISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

August 16, 1922.

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To The Superintendent:

Dear Sir:-

To promote the development of high schools and to bring about closer co-operation on the part of all our school forces it has been decided to hold a series of conferences for high school principals. The conferences will be held as followers:

1. Asheville---------- September 15 and 16
2. Greensboro---------- September 22 and 23
3. Raleigh---------- September 29 and 30
4. Wilmington (Wrightsville)---------- October [illegible]6 and [illegible]7
5. Greenville---------- October 13 and 14

It will be observed that the dates and places have been arranged to meet the convenience of the five sections of the State.

Please notify the principal of each school doing any high school work and insist upon his attending this meeting. As indicated above the conference for your County will be held in_____on_____.

You are authorized to provide for expenses of each high school principal who attends the conference.

All county and city superintendents are cordially invited to attend all sessions of the conference.

With all good wishes,

Sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

J. Henry Highsmith,

State Supervisor of High Schools.

SUPERINTENDENT
HSMITH, INSPECTOR OF HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

August 12, 1922.

To The High School Principal

Dear Sir:-

The high schools in this state are growing rapidly. This rapid development creates new problems, and makes necessary our most careful consideration of high school work. That we may discuss these problems and decide upon what to do, a conference of High School Principals has been called to meet.

in _____ on _____

You are not only cordially invited, but urged to attend this conference. A good program has been arranged and vital matters will be discussed.

Superintendent Brooks has authorized the County Superintendent to provide for the payment of expenses incurred in attending the conference. This conference is called at the beginning of the session that principals may have the advantage of matters discussed in planning their work for the coming year.

With all good wishes, I am

Very truly yours,

Henry Highsmith

State Supervisor of High Schools.

High School Principals' Conference.

PROGRAM

Greenville. Oct. 13-14.

TIME: Conference begins at ten A. M. Friday and closes Saturday afternoon.

1. The Financing of Public High Schools.----------Dr. E. C. Brooks
2. Teacher Training in the High School.----------Mr. A. T. Allen
3. Discussion of High School Problems.----------Prof. N. W. Walker
4. Teaching Vocational Subjects in the High School. (Mr. T. E. Browne)
5. Rules and Regulations Governing High Schools.
6. Discussion of the New Course of Study.
7. The Use of State Adopted Books.
8. Records and Reports.
9. Classification of Schools.
10. School Equipment---Principal's office; Class-room; Janitorial Service.
11. The Problems of the Small High School, and How They Should be attacked.
12. The Duties of the High School Principal.
13. The Problem of High School Athletics.
14. Should the School Day be Lengthened?
15. To what extent should Supervised Study Be Introduced?
16. The Grouping of Students According to Ability, or Purposes of Instruction.
17. The Junior High School--Definition; Function; Results.
18. The Reports of Professors of Education on High School Inspection.
19. The Value of High School Education.
20. College Entrance Requirements--What They Are, and What They Should Be.

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Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

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Report of J Henry Highsmith for

NOVEMBER, 1922

November 1-3--Hickory

Conference with Professor Grover Morgan of Lenoir College with reference to inspection of schools in Catawba, Burke, and Lincoln Counties.

Inspected high school at Hickory with reference to membership in Southern Association. Inspected Concordia Collegex with reference to rating of high school department. High School will be classified as standard school in view of limited number of college students--main emphasis being placed upon high school work. Inspected Conover High School.

November 4---Shaw University.

Attended Negro Conference at Shaw University, making a brief address on high school work.

November 7th--Wilmington.

Spoke before the Parent Teachers Association at Wilmington.

November 8th--9th--Columbus County.

Inspected schools at Hallsboro, Whiteville, Chadbourn, Cerro Gordo, Tabor, Splendid building being contructed at Whiteville which will be occupied about the first of January. The buildings at Chadbourn and Tabor are brick buildings, but are quite inadequate to the needs of the people. Buildings at Cerro Gordo and Hallsboro are frame buildings and are very unsatisfactory. The great need of Columbus County is school houses of the right sort with adequate equipment, with provision for janitorial service. Not a school inspected is equipped with patent desks. Every school has some modern furniture and equipment, but there is not a school in the County adequately equipped. There is serious need of attention to sanitation.

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

Department of Public Instruction
State of North Carolina
Raleigh

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

November 9th--Pamlico County-

Made an address at Oriental on Thursday night. Inspected schools at Stonewall, Alliance, and Arapahoe.

November 17-18--Greensboro.

Attended a Conference of the principals of the larger high schools in Greensboro.

November 22-23--Charlotte-

Inspected the Charlotte High School with reference to membership in the Southern Association---The school having been dropped from the Southern list last year. Found conditions very satisfactory and recommended the school for membership in the Southern Association.

Inspected Baldwin Industrial School with reference to accredited rating. Found the school not measuring up to requirements.

November 24--Norlina-

Made address at the formal opening of the Norlina High School.

November 28-30--Raleigh

Attendance upon the North Carolina Teachers' Assembly, Raleigh, N. C.

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DECEMBER 1922.

December 1st--

Attended Teachers' Assembly--Raleigh, N. C.

December 2nd-8th--

Meeting of the Association of Colleges and Secondary Schools of the Southern States at New Orleans. A report of the result of this meeting so far as North Carolina schools are concerned is enclosed herewith.

December 13th-14th--

Winston-Salem--Inspected Winston High School. Made brief address to students. Visited new high school building. Conferred with County Superintendent, W. B. Speas, with reference to high schools of Forsyth County.

December 28th--

Durham--Conference with Professor Holland Holton With reference to inspection of schools in Caswell and Person Counties. Conferred with Superintendent John W. Carr, Jr. about accrediting schools in Durham County.

At the meeting of the Association of Colleges and Secondary Schools of the Southern States held in New Orleans, December 5-8, 1922, the following schools were placed upon the accredited list of the Southern Association:

Alexander-Graham High School, Charlotte,--H. P. Harding
Farmville High School--Farmville--G. R. Wheeler
Goldsboro High School, Goldsboro--O. A. Hamilton
Lumberton High School, Lumberton--W. B. Crumpton
Monroe High School, Monroe,--S. G. Hawfield
Mooresville High School, Mooresville--E. M. Crouch
Morganton High School, Morganton--W. F. Wampler
Mount Airy High School, Mount Airy--Joseph H. Hurst
North Wilkesboro High School, North Wilkesboro--Horace Sisk
Oxford High School, Oxford--C. G. Credle.
Salisbury High School, Salisbury--T. W. Andrews
Spencer High School, Spencer--H. C. Miller
Washington High School, Washington--Frank L. Ashley
Yancey Collegiate Institute, Burnsville,--I. N. Carr.

It will be noted that there are fourteen of these high schools accepted for accredited relationship.

Prior to the past year there have been only four schools elected to membership in the Southern Association. They are:

Asheville City High School
Trinity Park School (Now discontinued)
Durham High School
Raleigh High School.

The sixteen schools accepted for membership in the Association are as follows:

Asheville School, Asheville--Newton M. Anderson

Blue Ridge School for Boys, Hendersonville--J. R. Sandifer

Burlington High School, Burlington--C. C. Haworth

Elizabeth City High School, Elizabeth City--S. L. Sheep

Fassifern School, Hendersonville--Miss Kate Shipp

Fayetteville High School, Fayetteville--M. B. Andrews

Gastonia High School, Gastonia--W. P. Grier

Kinston High School, Kinston--K. R. Curtis

Marion High School, Marion--T. A. Holton

New Hanover High School, Wilmington--W. A. Graham

Roanoke Rapids High School, Roanoke Rapids--E. J. Coltrane

Rockingham High School, Rockingham--L. J. Bell

Salem Academy, Winston-Salem--Howard E. Rondthaler

Shelby High School, Shelby--I. C. Griffin

Wilson High School, Wilson--C. L. Coon

Winston-Salem High School, Winston-Salem--R. H. Latham.

NORTH CAROLINA.

Schools Accredited by Southern Association.

Asheville School, Asheville--Newton M. Anderson.	Member
Asheville High School, Asheville--W. L. Brooker.	Member
Asheville Normal School, Asheville--John E. Calfee.	
Bingham Military School, Asheville--Col. A. R. McKee.	
Blue Ridge School for Boys--Hendersonville--J. R. Sandifer	Member
Burlington High School, Burlington--C. C. Haworth.	Member
Canton High School, Canton--W. C. Allen.	
Chapel Hill High School, Chapel Hill--Fred W. Morrison.	
*Charlotte High School, Charlotte--H. P. Harding.	
Durham High School, Durham--E. D. Pusey.	Member
Edenton High School, Edenton--Joe R. Nixon.	
Elizabeth City High School, Elizabeth City--S. L. Sheep.	Member
*Farmville High School, Farmville--G. R. Wheeler.	
Fassifern School, Hendersonville--Miss Kate Shipp.	Member
Fayetteville High School, Fayetteville--M. B. Andrews.	Member
Gastonia High School, Gastonia--W. P. Grier.	Member
*Goldsboro High School, Goldsboro--O. A. Hamilton.	
Greensboro High School, Greensboro--Frederick Archer.	
Greenville High School, Greenville--J. H. Rose.	
Grove Park School Asheville--T. A. Cosgrove.	
Hendersonville High School, Hendersonville--M. W. Honeycutt.	
Hickory High School, Hickory--R. W. Carver.	
High Point High School, High Point--W. M. Marr	
Kinston High School, Kinston--K. R. Curtis.	Member
Laurinburg High School, Laurinburg--S. W. Rabb.	
Lenoir High School, Lenoir--Horace Sisk.	
*Lumberton High School, Lumberton--W. B. Crumpton.	
Marion High School, Marion--T. A. Holton.	Member
Mars Hill High School, Mars Hill--R. L. Moore.	
*Monroe High School, Monroe--S. G. Hawfield.	
*Mooresville High School, Mooresville--E. M. Crouch.	
*Morganton High School, Morganton--W. F. Wampler.	
*Mount Airy High School, Mount Airy--Joseph H. Hurst.	
New Hanover High School, Wilmington--W. A. Graham.	Member.
*North Wilkesboro High School, North Wilkesboro--Horace Sisk.	
Oak Ridge Institute, Oak Ridge--T. E. Whitaker.	
*Oxford High School, Oxford--C. G. Credle.	
Raleigh High School, Raleigh--S. B. Underwood.	Member
Reidsville High School, Reidsville--P. H. Gwynn, Jr.	
Roanoke Rapids High School, Roanoke Rapids--E. J. Coltrane.	Member
Rockingham High School, Rockingham--L. J. Bell.	Member
Rocky Mount High School, Rocky Mount--R. M. Wilson.	
Saint Genevieve's Academy, Asheville--Rev. Mother Lorin.	
Salem Academy, Winston-Salem--Howard E. Rondthaler.	Member
*Salisbury High School, Salisbury--T. W. Andrews.	
Shelby High School, Shelby--I. C. Griffin.	Member
Smithfield High School, Smithfield--Thomas H. Franks.	
Snyder Outdoor School for Boys, Lake Junaluska--C. E. Snyder.	
*Spencer High School, Spencer--H. C. Miller.	
Statesville High School, Statesville--R. M. Gray.	
Tarboro High School, Tarboro--L. M. Epps.	
*Washington High School, Washington--Frank L. Ashley.	
West Durham High School. West Durham--D. T. Stutts.	
Wilson High School, Wilson--C. L. Coon.	Member
Winston-Salem High School, Winston-Salem--R. H. Latham/	Member

Collegiate Institute, Burnsville--I. N. Carr.

* Accredited in 1922.

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JANUARY 1923.

January 3rd-----

Inspected High School Department of Saint Mary's School.

January 10th & 11th-- Carteret County.

Inspected Beaufort High School and conferred with County and City Superintendents with reference to proposed bond issue or provision for new high school there. Inspected Morehead City High School. Inspected Newport consolidated School. Made brief address to students.

January 13th------

Conference of Science teachers. Science teachers of University of North Carolina, North Carolina College for Women, Trinity, Wake Forest, and State College met to discuss and consider how the North Carolina Academy of Science could co-operate with the State Department in stimulating interest in Science teaching and to secure better teaching of Science in the high schools. Twelve professors of Science agreed to visit schools in twenty-two counties for purpose stated above. Sixty-three schools will be visited and detailed reports made. With these visits and reports as a basis further consideration will be given to this question of co-operation between State Department and North Carolina Academy of Science.

January 19th----

Made address before the Conference for Law Enforcement.

January 23rd-25th-- Henderson County.

Inspected the Hendersonville School-made address to high school students. Inspected Flat Rock and East Flat Rock High Schools and recommended that Flat Rock High School students should be sent to Hendersonville and East Flat Rock, transportation being provided. Inspected Mills River High School with reference to accredited rating and special appropriation Made address before the Kiwanis Club.

January 26-27th--- Transylvania County.

Inspected Rosman School with respect to accredited rating and special appropriation.

J. Henry Highsmith,
Supervisor of High Schools,
Raleigh, N.C.

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Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

J. HENRY HIGHSMITH
SUPERVISOR HIGH SCHOOLS

E. C. BROOKS
STATE SUPERINTENDENT PUBLIC INSTRUCTION

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REBRUARY 1923.

Feb. 1st--

Pitt County--Visited Winterville High School. Inspected Ayden High School with reference to retaining the school upon our accredited list. Made an address to the citizens of Ayden with reference to new high school building. Conferred with members of school board relative to bond issue for school building.

Feb. 9th and 10th--

Alexander County--Inspected the Taylorsville High School. Went over plans of new building. Made an address before the Community Club. Attended county-wide teachers' meeting on Saturday and made address.

Feb. 15th and 16th--

Currituck County--Inspected Moyock School. Spoke before the County Teachers' Association. Made an address before the Parent Teachers' Association on Friday evening.

Feb. 19th--

Red Springs--Visited Flora Macdonald College with Mr. Allen for purpose of securing information in connection with re-rating the Institution.

Feb. 24th-28th--

Attended meeting of the Department of Superintendence of the National Education Association, Cleveland, Ohio.

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Department of Public Instruction
State of North Carolina
Raleigh

DIVISION OF SUPERVISION

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Report of J. Henry Highsmith, State Agent for Secondary Education, Raleigh, N.C.

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March 1st and 2nd.

Attending meeting of the Department of Superintendence of the National Education Association.

March 5th and 6th--

Wilson, N. C. Visited Atlantic Christian College with Mr. A. T. Allen in connection with the rating of the Institution.

March 7th--

Vass, N. C. Visited Vass High School with Mr. J. J. Blair in connection with plans for proposed bond issue for school building. Made address to committeemen and citizens and conferred with Superintendent and committeemen with reference to plans for bond issue.

March 8th--

Johnston County--Inspected high schools at Smithfield. These are good schools in splendid buildings. The colored school is one of the most attractive in the State. Made address at Pisgah Church at night.

March 13th-14th-15th.

Rutherford County. Had conference with school boards and superintendents of Rutherfordton and Spindale, together with County Superintendent on proposed consolidated high school for Rutherfordton and Spindale. It was decided to erect a high school building to cost $150,000 and to provide for a bond election for such proposition, the tax rate to be fifty cents. Inspected the following schools: Rutherfordton, Cliffside, Forest City, Henrietta, Spindale, Oakland, and Round Hill Academy.

March 20th and 21st--

Surry County. Inspected high school at Mount Airy. Made address to citizens of community with reference to proposed enlargement of the school plant.

March 22nd and 23rd.

Lincoln County. Inspected the following schools: Lincolnton, Denver, Crouse, North Brook, and Union. Made addresses at Union and North Brook.

March 24th--

Attended the meeting of the North Carolina College Association at the O'Henry Hotel in Greensboro.

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March 27th--

Mooresville--Made address at high school building. Conferred with Superintendent and school board with reference to school matters.

March 28th--

Iredell County--Made addresses at group center commencements at Scotts and Cool Springs. Inspected school at Troutman, also inspected Scotts and Cool Springs High Schools.

March 29th and 30th--

Alexander County. Address at Taylorsville on Thursday night. On Friday made address ~~in~~ at rural school near Taylorsville, at Bethlehem Church and Hiddenite and Stony Point. Inspected Taylorsville and Hiddenite.

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Report of J. Henry Highsmith, State agent for secondary Education in N.C.

- April 1923.

April 2nd--

Rutherford College. Visited Rutherford College with Mr. Allen in connection with rating the Institution.

April 3rd and 4th.-

Buncombe County. Visited Mars Hill College and Weaver College with Mr. Allen in connection with rating these Institutions. Inspected Barnsville, Leicester, and West Buncombe Schools.

April 5th--

Address befors the Junior Faculty of the North Carolina State College, Raleigh, N. C.

April 10th--

Address at Group Center Commencement at Fuquay Springs Wake Cpunty.

April 11th--

Commencement address at Teachey High School.

April 12th--

Commencement address at Seven Springs Group Commencement, Wayne County. Inspected the colored school in Goldsboro.

April 13th--

Davidson County. Delivered commencement address at Reads High School. Inspected the Liberty-Piedmont Institute at Wallburg with reference to accredited rating. inspected also Arcadia and Churchlands high schools.

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April 17th and 18th.--

Washington County. Inspected the school at Cherry. Made address before citizens of the community on consolidation of the Cherry School with Creswell. Fount the people opposed to such consolidation. Made an address before the people of Creswell with reference to accredited rating for that high school.

April 19th--

Charlotte--Visited Queen's College with Mr. A. T. Allen in connection with the rating of that Institution.

April 20th--

Made Commencement address at the close of the Cameron High School.

April 23rd--

Rose Hill. Made commencement address at close of the Rose Hill School.

April 24th--

Visited Magnolia School, conferring with School Committee with regard to improvement of the school situation. Magnolia School could be greatly improved by consolidation and transportation.

April 25th--

Pamlico Cpunty--Inspected schools at Stonewall, Arapahoe, and Alliance. Made commencement address at Stonewall.

April 27th and 28th--

Wilkes Cpunty. Made commencement address at Wilkesboro. Inspected the Wilkesboro high school with reference to accredited rating.

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MAY 1923.

May 3rd and 4th--

Greensboro--Attended meeting of the North Carolina Academy of Science. On Friday evening at the Guilford Hotel attended Conference of college professors of Science who had visited high schools for the Department. Excellent reports were made and the men spoke with enthusiasm of the possibilities of improving Science teaching.

May 7th-------

King, N. C. Address at close of the school. Inspected the Greensboro Bible School with reference to accredited rating.

May 8th-------

Commencement address.

May 9th-------

Dobson--Inspected the school with reference to accredited rating. Made address at close of school.

May 10th-------

Wake Forest. Spoke before the Parent-Teachers' Association.

May 11th-------

Wendell--Commencement address.

May 14th and 15th--

Aulander--Commencement address.

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May 16th------

Ahoskie--Conferred with Ahoskie school board with reference to new plans for the school. Accompanied Superintendent Raynor to Winton to confer with County Superintendent and County Board with reference to enlarging the Ahoskie district.

May 18th------

Durham--Inspected the Hillside Park(Colored) High School with regard to accredited rating. Found the school in good condition with great possibilities for the future. Inspected the National Training School. Inspected the Durham High School.

May 19th------

Middleburg--Inspected school with regard to accredited rating and spoke at close of school.

May 21st and 22nd--

Cumberland County. Spoke at close of the Godwin High School. Inspected Falcon, Eastover, and Hope Mills High Schools.

May 24th-----

Magnolia--Made address in connection with plans for enlarging the Magnolia School.

May 25th------

Inspected the Southport High School in connection with accredited rating. Made commencement address. Southport has an excellent school plant and a splendid school.

May 28th and 29th--

Madison County. Inspected the Marshall High School with regard to accredited rating. School will be accredited, the first accredited school in the County. Made commencement address. Inspected the Thrall High School (Private) in Asheville.

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May 30th-----

Glen Alpine--Made commencement address.
Visited the new high school at Valdese

May 31st----

Montreat--Visited with Mr. S. T. Allen
Montreat Normal School for purpose of
rating the Institution.

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JUNE 1923.

June 1st--

Tryon---Made commencement address. Visited new high School building.

June 4th--

Snow Hill---Made commencement address.

June 5th--

Belhaven---Commencement address.

June 6th--

Edenton---Commencement address

June 7th--

St Pauls---Commencement address. Inspected Lumberton High School. Visited Rowland in connection with employment of high school principal for the coming year.

June 28th--

Visited Slater Normal School, Winston-Salem with Messrs Allen, Newbold and Ferguson in connection with the rating of that school.

JULY 1925.

July 6th--

Fayetteville--Visited the colored Normal School in connection with rating the same.

July 9th--

Chapel Hill--Address before the Summer School.

July 26th--

Durham--Visited the National Training School to secure certain information about graduates in the Normal Course for the present session.

July 27th & 28th--

Morganton--Visited schools of the County in connection with proposed consolidation and County-Wide Plan.

July 30th & 31st--

Elizabeth City--Visited the Colored Normal School in connection with rating the same.

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AUGUST 1923.

August 6th--

Kennansville--Appeared before County Board in connection with plans for the Kennansville High School.

August 9th & 10th--

Belmont--Inspected Belmont Abbey High School and Sacred Heart Academy in connection with accredited rating.

August 13th, 14th, 15th, and 16th--

Forsyth County. Work in connection with County Survey.

August 20th, 21st, 22nd, and 23rd--

Forsyth County--Work on Survey.

August 24th--

Montgomery County. Address at Wadeville at dedication of new school building. Visited the new building at Candor

August 28th--

Buncombe County--Visited Weaver College in connection with Junior College rating for the school.

August 29th & 30th--

Forsyth County--Work on the County Survey.

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J. Henry Highsmith
North Carolina

SEPTEMBER 1923.

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Sept. 5th--

Winston-Salem--Work in connection with County Survey.

Sept. 6th--

Greensboro and Salisbury--Inspected Bennett College and Livingstone College in connection with accredited rating. Accompanied Mr. Newbold to these two schools.

Sept. 7th--

Davidson County--Address at Denton at the opening of the new school building.

Sept. 8th--

Lincolnton--Address before the teachers of the County at a county-wide teachers' meeting.

Sept. 10th--

Landis--Address at the opening of the Landis High School.

Sept. 11th, 12th, and 13th--

Winston-Salem--Work in connection with the County Survey.

Sept. 20th-23rd--

Asheville--High School Principals' Conference held in connection with District Meeting of the North Carolina Teachers' Association.

Sept. 27th--

Lexington--Made address at the Davidson County Fair.

Sept. 28th--

Lenoir--Made address before the teachers of Caldwell County.

J. Henry Highsmith
North Carolina

October 1923

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~~Oct~~

October 2--

Mecklenburg County--Conference with Superintendent J. M. Matthews and Supervisor Miss Rankin with reference to course of study, in Mecklenburg County high schools. Discussed also standardization of high schools.

October 3--

Cabarrus County--Conferred with the County Superintendent, E. J. Robeson about high schools in the County. Inspected the Concord High School and visited the new building. Inspected Kannapolis High School, especially with reference to accredited rating.

October 4-5-6--

High School Principals' Conference, Washington, N. C.

October 10-11--

Yadkin County. Inspected Yadkin High School. Had a conference with committeemen and citizens of East Bend. Visited the new East Bend School building Visited the Boonville High school noting especially the new addition of eight rooms.

October 12-13--

Attended the High School Principals' Conference, Greensboro, N. C

October 18--

Address at Walnut Cove in connection with a Bond issue to complete building and equipment.

October 19-20--

High School Principals' Conference at Charlotte, N. C.

October 25-26-27--

Attended High School Principals' Conference at Wilmington, N. C.

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DECEMBER 1925

December 1-- Wilmington

In attendance upon district meeting of the North Carolina Education Association.

December 4-5-6-7-
Richmond

Attended meeting of the Association of Colleges and Secondary Schools of the Southern States.

Dec. 10-11-12--
Gaston County

With Mr. T. E. Browne conferred with Superintendent F. P. Hall with reference to the establishment of a Vocational School for Gaston County. Investigated Flint School in this connection. Visited the new Gastonia High School--Visited Ranlo, McAdenville. Inspected Lincoln Academy with reference to accredited rating.

December 13--

With Mr. Hillman visited Belmont Abbey College in connection with rating the Institution.

December 14-15--

Iredell County. Conference with Superintendent Steele and the County Board of Education with reference to County-Wide Plan for Iredell County. Saturday morning the 15th addressed meeting of Committeemen of the County on County-Wide Plan.

December 18-19--
Boone- Visited Appalachian Training School with Mr. Hillman for purpose of rating the school.

December 27--

Address before the State High School Principals Conference in South Carolina at the University of South Carolina, Columbia.

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November 2-3- Raleigh

Attended district meeting of the North Carolina Education Association.

November 7- Cary and Apex High Schools. inspected

November 14- Scotland County
Inspected Hoakdale and Laurinburg High Schools. Made address at formal opening of the new Laurinburg High School Building.

November 15- Richmond County

Inspected the Rockingham and Hamlet High Schools.

November 16-17--Greenville

Attended district meeting of the North Carolina Education Association.

November 23- Winston-Salem-

Attended meeting of the North Carolina Library Association.
Made address before the Association on Friday morning.
Inspected Walkertown High School. Conferred with Superintendent Cash relative to County-Wide Plan.

November 30-- Wilmington

Attended district meeting of the North Carolina Education Association.

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JANUARY

January 4th--

Visited Peace Institute in connection with rating the institution

January 7th and 8th--

Guilford County. Inspected high schools at McLeansville, Bessemer, Alamance, and Melver.

January 9th and 10th--

Randolph County. Inspected the following schools:

Farmer, Liverty, Staley, Ramseur, Asheboro, Trinity, and Randleman.

January 12th--

Conference of College Teachers of Science to plan for visiting high schools in the interest of Science teaching.

January 15th and 16th--

Harnett County. Work in connection with County-Wide Plan. Inspected the following high schools:

Oak Ridge, Chalybeate Springs, Angier, Cardale, Coats, Duke, Lillington.

January 17th--

Inspected high school at Selma. Inspected high school at Kenly and spoke before the Woman's Club of Kenly.

January 18th--

Scotland County. Conferred with County Superintendent and County Board with reference to County-Wide Plan. Joint Meeting of County Board of Education and City Board of Education to discuss County-Wide Plan.

January 22nd--

Harnett County. Work on County-Wide Plan.

January 23rd--

Cumberland County. Meeting with County Superintendent and School Committee at Hope Mills in connection with proposed election for special tax at Hope Mills. Address before the high school students at Fayetteville. Inspected Linden and Lake Tabor High Schools

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ADDITIONAL COPY

January 24th--

Hoke County. Inspected Antioch, Hildebran, and Rexford.

January 25th--

Union County. Visited Wingate Junior College. Inspected Unionville and Mount Prospect.

January 30th and 31st.-

Forsyth County. Work in Connection with County-Wide Plan.

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FEBRUARY 1924.

February 1st--

Harnett County. Meeting of County Committeemen in connection with County-Wide Plan.

February 2th, 5th, and 6th--

Visited A & T College, Greensboro with Mr. Hillman and Mr. Newbold for purpose of rating this school.

Visited Mitchell College, Statesville with Mr. Hillman in connection with rating.

Visited Johnson C. Smith University, Charlotte with Mr. Hillman and Mr. Newbold in connection with rating.

Visited the Wingate Junior College with Mr. Hillman [illegible] in connection with rating the Insitution.

February 14th--

Louisburg College--Visited Louisburg College with Mr. Hallman for purpose of rating the Institution.

February 23-29th--

In attendance upon the meeting of the Department of Superintendence of the N. E. A. Spoke before the N.E. A. High School Inspectors and Supervisors on the North Carolina Plan of Inspection.

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J. H. Hughismoth
North Carolina

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MARCH 1924.

March 6th—

Flora Macdonald College. Visited the institution with Mr. Hillman for purpose of rating the same.

Inspected the Red Springs High School. Had a conference with the School Board and Superintendent with reference to development of the school.

Attended meeting of the North Carolina Education Asssociation, Raleigh, N. C.

March 18th—

Holly Springs—Made address at the group center commencement.

March 19th and 20th—

Guilford County—Inspected Guilford College, Bessemer and Gibsonville High Schools. Inspected also Guilford County Colored School and Palmer Memorial Institute at Sedalia.

Conference at Winston-Salem with Superintendent R. H. Latham with reference to County-Wide Plan of Organization.

March 21st and 22nd—

Greensboro—Attended North Carolina College Conference.

March 24th—

Conference with President H. L. McCrorey of the Johnson C. Smith University, Charlotte with reference to accredited rating.

March 26th and 27th—

Pasquotank and Camden Counties. Inspected Newland, South Mills, Weeksville and Elizabeth City High Schools. Made address at Shiloh in Camden County.

March 28th—

Tyrrell County. County Commencement Address at Columbia.

March 31stp—

Conference with President W. F. Hollingsworth of Mitchell College, Statesville in connection with accredited rating.

APRIL 1924.

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April 1, 2, and 3--

Carteret County

Inspected the following schools: Beaufort, Morehead City, Smyrna, Atlantic and St. Pauls. Conferred with the school board of Beaufort with reference to plan for new building.

April 4--

Craven County

Inspected schools at Cove City, Fort Barnwell, Dover, Jasper.

April 5--

Pamlico County

Made addresses at Hobuken, and Alliance and before the county teachers' meeting at Stonewall.

April 9 and 10--

Pasquotank County--

Inspected South Mills in connection with accredited rating.

April 11th--

Dare County--

Made County Commencement address Friday A. M.

April 12th--

Perquimans County--

Visited Hickory Cross and Whiteston Schools. Made address at Belvidere. Inspected schools at Whiteston and Belvidere.

April 15th--

Wake County--

Made address at the close of the Millbrook School.

April 16-17--

Buncombe County--

Visited Mars Hill College, Weaver College, St. Genevieve of the Pines, with reference to the rating of these schools.

J. Henry Highsmith,
Raleigh, N. C.

April 18--

Wake County--

Commencement address at Apex

April 22nd--

Duplin County--

Magnolia--Inspected the school with reference to accredited rating and made address.

April 25th--

Northampton County--

County Commencement address

April 26th--

Forsyth County--

Made Forsyth County address. Visited Walkertown in connection with location of the new building.

April 27th--

Craven County--

Address at the close of the Craven County Farm Life School at Vanceboro.

April 29th--

Bladen and Sampson Counties--

Addresses at Bladenboro and Ingold

April 30th--

Robeson County--

Inspected schools at Barker Ten Mile School, and Lumber Bridge. Made address at Red Springs in connection with plan for new building.

J. Henry Highsmith,
Raleigh, N.C.

Highsmith

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MAY 1924.

May 1st—

Robeson County

May 2nd—

Durham—Attended meeting of the North Carolina Academy of Science, read paper on the development of Science in the high schools of North Carolina.

May 4th—

Bethel Hill—Commencement address.

May 5th—

Cary—Visited the Teacher Training Department of the Cary High School.

May 6th—

Wake County—Inspected high schools at Garner and Wake Forest with reference to accredited rating. Inspected high school at Wilton in Granville County with reference to accredited rating. Made commencement address.

May 7th —

Charlotte—Visited Queen's College with Mr. Hillman in connection with the rating of the college.

May 9th—

Chowan County—Made commencement address at Chowan High School.

May 12th and 13th—

Jones County—Inspected schools at Pollocksville, Maysville, and Trenton—Made commencement address at Maysville.

May 15th—

Wilson—Visited Atlantic Christian College with Mr. Hillman in connection with the rating of the Institution.

May 16th—

Caswell County—Inspected the Yanseyville High School in connection with accredited rating. Made commencement address.

May 20th—

Jackson Springs and Garner— Made commencement address. Made commencement address at Garner in the evening.

May 22nd--

Made address Nashville at the graduating exercises of the 234 seventh grade graduates of the Nash County Schools.

May 23rd--

Elon College--Made commencement address--Spoke in connection with the proposed bond issue for a new school building.

May 26th--

Aydem--Inspected the school with reference to being put back upon the accredited list. Made commencement address.

May 27th--

Fremont--Made commencement address.

May 28th--

Mebane--Inspected the school in connection with accredited rating. School failed on account of certification of high school teacher. Made address.

May 29th--

Coats--Commencement address.

May 30th--

Southern Pines--Commencement address.

JUNE 1924.

June 2nd:-

Whitakers--Inspected the school in connection with accredited rating. Made commencement address at night.

June 6th--

Kinston--Inspected new high school building. Made commencement address at night.

June 10th--

Fayetteville--Conference with the County Board of Education with reference to the school at Stedman.

June 13th--

Mocksville--Commencement address.

June 26th--

South River--Cumberland County. ~~Visited~~ Visited the school with Mr. Blair in connection with addition to the school building and development of standard school.

June 30th--

McDowell County--Addresses in connection with County-Wide Plan.

J. Henry Highsmith
Raleigh, N.C.

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JULY 1924.

July 1-2--

McDowell County--Addresses at various places in the County in connection with the County-Wide Plan.

July 11th--

Address before the Sea Side Summer School at Oriental.

July 17th--

Address at County Superintendents' Conference-Summer School Chapel Hill.

July 25th--

Conference with the School Board at Ahoskie.

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Henry Highsmith,
Raleigh N.C.

- AUGUST 1924. -

August--5th

Address before the Summer School at North Carolina College for Women.

August 6th-& 7th--

Forsyth County--Work in connection with the County-Wide Plan.

August 13th, 14th and 15th--

Forsyth County ~~in~~ Work in connection with the County-Wide Plan

August 20th-23rd--

Spruce Pine. Conference of high school principals of Avery, Mitchell, and Yancey Counties.

Made address at Bakersville on Friday night.

August 26th--

Gastonia. Conference of high school principals of Gaston County.

August 28th--

Elkin. Held conference with the high school principals of Surry, Yadkin, Alleghany and Wilkes Counties.

August 29th--

Conference with the high school principals of Alexander County.

J. Henry Highsmith,
Raleigh, N.C.

SEPTEMBER 1924.

September 2nd--

Trip to Mount Olive with J. J. Blair to select school site.

September 3rd--

Guilford County. Conference with high school principals of Guilford County.

September 4th--

Forsyth County--Meeting with the County Board of Education and the Board of County Commissioners in connection with the County Wide Plan.

September 5th--

Union County-High School Principals Conference for Union County.

September 8th--

Conference with the high school principals of Alamance County

September 9th--

Conference with the high school principals of Person County.

September 10th--

Conference with the high school principals of Vance County.

September 11th--

Conference with high school principals of Nash County.

September 15th--

Conference with the high school principals of Granville County

September 16th and 17th.

Conference with the high school principals of Bertie County.

September 18th--

Conference with high school principals of Martin County.

September 19th--

Conference with the high school principals of Forsyth County. With County Superintendent Cash confered with Principal and Board of Trustees of Kernersville High School with reference to surrendering special charter and participating in the County Wide Plan.

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September 1924

September 20th--

Meeting of the high school principals of Davidson County.

September 28th and 29th-- Elizabeth City.

Conference of High school principals of Pasquotank, Camden, Dare, Chowan, Perquimans, and Currituck Counties.

J. Henry Highsmith,
Raleigh, N.C.

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OCTOBER 1924.

October 1st--

HARNETT COUNTY-- Conference with high school principals of Harnett County at Lillington.

October 2nd--

NASH COUNTY--Conference of high schoolx principals of Nash County at Nashville.

October 8th--

CUMBERLAND--Conference with the high school principals of Cumberland County at Fayetteville.

October 9th--

WAKE COUNTY--Conference of high school principals of Wake County at Raleigh.

October 14th--

CHATHAM COUNTY--Conference with the high school principals of Chatham County at Pittsboro.

October 15th--

WARREN COUNTY--Conference of high school principals of Warren County at Warrenton.

Inspected the Franklinton High School.

October 17th--

CABARRUS and MECKLENBURG COUNITES--Conference with the high school principals of Cabarrus and Mecklenburg Counties at Charlotte.

AttendedDistrict meeting North Carolina Education Association.

October 18th--

CHARLOTTE--District meeting of the North Carolina Education Association.

October 20th--

FRANKLIN COUNTY--Conference with the high school principals of Franklin County at Louisburg.

October 22nd--

JOHNSTON COUNTY--Conference of high school principals of Johnston County at Smithfield.

Inspected the new high school building at [illegible]

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October 24th--

DAVIE and STOKES COUNTY--Conference with the high school principals of Davie and Stokes Counties in Winston-Salem.

Attended district meeting of the North Carolina Education Association.

October 25th--

District Meeting of the North Carolina Education Association

October 27th and 28th--

Visit to Davenport College, Lenoir, N. C. for purpose of rating that Institution.

October 29th--

DUPLIN COUNTY--Conference of high school principals of Duplin County at Warsaw.

October 31st--

WAYNE COUNTY--Conference of high school principals of Wayne County at Goldsboro.

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J. Henry Highsmith
Raleigh, N.C.

NOVEMBER 1924.

November 7th and 8th--

Raleigh. Attending district meeting of the North Carolina Education Association.

November 11th--

Durham--Attended meeting of the State Parent Teachers' Association.

November 12th--

Randolph County. Held a conference with the high school principals of Randolph County at Asheboro.

November 14th and 15th--

Greenville--Conference of the high school principals of Pitt, Greene and Lenoir Counties at Greenville on Friday morning. Attended district meeting of the North Carolina Education Association.

November 17th and 18th--

Mecklenburg County. Visited schools in Berry Hill, and Steel Creek Townships, in connection with County Wide Plan. Inspected schools at Sardis-Carmel, Mint Hill, and North Charlotte. Held conference with the school board at Davidson.

November 19th--

Address at Mooresville.

November 20th and 21st--

Wilmington--Attended district meeting of the North Carolina Education Association.

November 25th-26th--

Visit to Chowan College in connection with rating the school.

November 30th--

Left to attend meeting of the Southern Association at Memphis.

DECEMBER, 1924.

December 1st-5th--

In attendance upon meeting of the Association of Colleges and Secondary Schools of the Southern States at Memphis, Tenn.

December 11th and 12th--

Addresses at University of North Carolina on the Present High School Situation in the State; the Development of High Schools; and the High School Problem.

Delivered address at formal opening of the Bethesda High School near Durham.

December 13th--

Stokes County. Address before the County Teachers' Association and conference with High school teachers and principals.

December 16th-17th--

Forsyth County--Work on County Wide Plan.

December 19th and 20th--

Trip to Atlanta with Superintendent Allen to attend meeting of Superintendents and University Presidents.

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JANUARY 1925.

January 7th and 8th--

Visit to Rutherford College in connection with rating the institution.

Visit also to Mitchell College at Statesville with regard to rating this school.

January 9th and 10th--

Iredell County. Address at Mitchell College. Inspected Sharon, Scotts, Union Grove and Harmony. Made address at Harmony on Friday evening. Made address before County Teachers' Meeting Saturday morning. Made address also before colored teachers' meeting of the County.

January 13th ~~and~~ to 15th--

Concord. ~~xxxxxxx~~ Attendance upon Cabarrus County Court as witness in the Blackwelder case. Inspected Concord High School, Kannapolis, Mont Amoena Seminary, Mt. Pleasant Collegiate Institute and Scotia Seminary. Made address at Concord High School on Wednesday morning.

January 16th--

Stanly County. Inspected Stanfield High School with reference to accredited rating. Also inspected Albemarle Normal and Industrial Institute with reference to accredited rating. Visited Rosenwald School near Troy. Address at formal opening of Troy High School.

January 17th--

Montgomery County. Address before the committeemen of the County at Troy on the county-wide plan. Spoke to the high school teachers. Inspected Troy High School and Candor High School.

January 20th and 21st--

Pender County. Held a conference with the high school principals of Pender County. Inspected Burgaw and Long Creek Grady High Schools.

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January 22nd--

Bladen County. Inspected schools at Clarkton, Bladenboro, and Elizabethtown.

January 29th, 30th and 31st--

Attended the meeting of the North Carolina Education Association, Raleigh, N. C.

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FEBRUARY 1925.

February 3rd--

Address at Eastover High School in Cumberland County in connedtion with bond issue for $50,000

February 4th and 5th--

Visit to Johnson C. Smith University with Professor N. C. Newbold and Dr. J. E. Hillman for purpose of rating the Institution. Visit to Wingate Junior College, Wingate, N. C. for purpose of rating this Institution.

February 5th--

Union County. Inspected Prospect, Waxhaw, Wesley Chapel, Unionville and Marshville High Schools.

February 11th, 12th and 13th--

Granville County--Visited the Oxford Orphanage to make recommendations with reference to the reorganization of the high school work of the Institution.

Visited Oxford College. Inspected Oxford and Stovall High Schools. Inspected Henderson High School.

February 19th and 20th--

Attended conference of high school principals of the Group I, Class AA High Schools at Winston-Salem. Inspected Vienna High School in connection with accredited rating. Visited Old Town High School. Conferred with committee of Salem College on College entrance requirements for the B. S. degree.

February 21st -27th--

Attended the meeting of the Department of Superintendence of the National Education Association at Cincinnati, Ohio.

J. Henry Highsmith,
State High School Supervisor
Raleigh, N. C.

J.J. Smithsmith
Asheville NC 82a
MD Ark SW

APRIL 1925.

April 3rd and 4th--

Beaufort County--Inspected Beaufort High School--Made address at Carteret County Commencement, Morehead City.

Inspected the Bourdelais School of Music. Visited school where Neuse Forest Summer School will be conducted.

Inspected Jasper High School

April 7th and 8th--

Visited Chowan College in connection with the rating of the school

April 10th and 11th--

Alamance County--Inspected Eli Whitney and Sylvan High Schools

Attended the high school debate at Chapel Hill.

April 13th--

Wilson, N. C. Visited Atlantic Christian College in connection with the rating of the Institution.

April 15th and 16th--

Boone--Visited Appalachian Training School in connection with the rating of the Institution. Made address before the students of Appalachian State Normal School, Boone.

April 17th--

Davidson County--Visited Liberty Piedmont School in connection with the sale of the property to the County Board of Education.

April 18th--

Richmond County--Address at County Commencement.

April 21st and 22nd--

Rutherford County--Inspected Rutherfordton and Forest City High Schools. Conferred with County Superintendent and high school principals with reference to coursesk of study and equipment.

April 23rd and 24th--

Lincoln County--Made commencement addresses at North Brook and Rock Surings. Inspected the Lincolnton High School and spoke before the senior class. Spoke before the Kiwanis Club. Inspected North Brook and Rock Springs in connection with accredited rating.

April 25th--

Commencement address at Lattimore High School in Cleveland County.

April 27th and 28th--

Gaston County--Inspected Dallas and Lowell High Schools in connection with accredited rating. Made commencement address at Dallas.

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April 29thp 30th and 31st.

Surry County--Inspected Pilot Mountain and Pinnacle High Schools with regard to accredited rating.

Made commencement address at Pilot Mountain. Visited Vienna and Old Richmond Town High Schools in Forsyth County.

Inspected the Methodist Home School at Winston-Salem

J. Henry Highsmith
North Carolina

MARCH 1925.

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March 9th--

Hamlet--Inspected the Hamlet High School. Spoke at Community Meeting.

March 10th and 11th--

Anson County--Inspected the Wadesboro High School. Spoke before the Parent Teachers' Association at Wadesboro. Address on Education at Brown Creek Church. Spoke at Mineral Springs High School.

March 12th--

Wingate--Address at Wingate Junior College. Conference with President and Trustees of the College.

March 13th--

High Point--Visited High Point College with J. E. Hillman in connection with the rating of the College.

Conference with Trustees of Catawba College, Salisbury, N. C.

March 17th--

Harnett County--Inspected schools at Angier, LaFayette, Coats, and Dake.

March 18th and 19th--

Pamlico County. Inspected Arapahoe, Alliance and Hobucken High Schools.

March 20th--

New Bern--Inspected the New Bern High School.

March 25th--

Inspected St. Augustine School, Raleigh, together with Dr. J. E. Hillman, and Mr. N. C. Newbold in connection with rating as Junior College.

March 26th--

Address Group Center Commence-ment, Wake Forest.

March 27th and 28th--

Columbia, S. C. Attended South Carolina Teachers' Association as Fraternal Delegate from the North Carolina Education Association.

March 30th--

Iredell County. Address at Group Center Commencement at Sharon High School.

Visited Teacher Training Department at Harmony High School and Loray High School. Inspected Statesville High School.

March 31st--

Catawba County--Inspected Startown Farm Life School.

China Grove Farm Life School in Rowan County.

J.V. Highsmith
ORC 52a
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Entered
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May 1925.

May 3rd and 4th--

Guilford County--Inspected McLeansville and Summerfield High Schools, in connection with accredited rating. Visited Guilford College High School.

May 5th--

Hickory--Visited Southern Desk Company for conference with President Ivey with regard to laboratory equipment for high schools.

May 6th--

Spruce Pine--Inspected Spruce Pine and Marion High Schools. Made Commencement address at Spruce Pine.

May 7th--

Address at Bailey High School--Inspected school in connection with accredited rating.

May 8th--

Winterville--Commencement address.

May 9th--

Chapel Hill--Conference on Teacher Training with Department of Education University of North Carolina.

May 12th--

Montgomery County--Inspected Star Consolidated High School, Biscoe High School. Met with Board of Trustees Country Life Academy, Star. Made commencement address Star high school.

May 15th--

Made commencement address at Ansonville High School. Inspected the school in connection with accredited rating. Visit to Carolina College for purpose of rating the Institution.

May 14th--

Greensboro--Meeting of Committee on Examinations of the North Carolina College Conference.

May 15th--

Cumberland County--Inspected South River High School in connection with accredited rating. Made commencement address.

May 18th--

Made commencement address at Berry O'Kelly High School at Method.

May 19th--

Rockingham County--Commencement address at Stoneville. Conference with the School Committee and the County Superintendent with reference to development of Stoneville School.

May 20th--

Inspected Reidsville High School. Had conference with Miss Beach with reference to Bible teaching in the Reidsville High School. Made Commencement address at Kannapolis High School.

May 22nd--

Faison High School--Made commencement address.

May 24th and 25th--

Haywood County--Commencement address at Waynesville Township High School.

Conference with the members of the School Board.

May 26th--

Catawba County--Made commencement address at Catawba County Farm Life School.

May 27th--

Commencement address at Stedman High School.

May 28th--

Commencement address at Eastover High School.

JUNE 1925.

Mrs. J. Henry Highsmith
Mrs. NC 82nd June, 1925.
ack

June 2nd--

Moore County-- Inspected Elise High School and Carthage High School-

Commencement address at Carthage

June 4th--

Lee County--Inspected Broadway High School

Commencement address in Jonesboro High School

June 5th--

Asheville--Commencement address

FEB 15 1938

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
DEPARTMENT OF
AGRICULTURAL ECONOMICS
AND
RURAL SOCIOLOGY

November 8, 1937

Dr. I. G. Davis
General Education Board
New York City, N. Y.

Dear Dr. Davis:

What is your general reaction to the enclosed suggestions?

Is the time yet ripe for concerted action among sociologists looking toward some continuing bureau which annually would make available in organized and itemized form the detailed findings of all social research? Should such an agency limit its field to America, or should its reports cover all sociological study regardless of nationality?

What additional suggestions can you make as to the desirability of programs versus projects in sociological research? What further suggestions do you have as to how this result may be brought about?

Sincerely yours,

M. Taylor Matthews
Assistant Rural Sociologist

MTM:es

FORM 314

SC-103

February 14, 1938

My dear Mr. Matthews:

I am ashamed that I have waited so long to write you about the memorandum which you placed in my hands when Dean Mann and I visited the college.

It seems to me that the classifications which you have worked out for Suggested Frames of Reference For Sociological Research would be very useful in the studies which you and your colleagues will be making in this field. However I feel that Dr. Howard Odum's opinion on matters of this sort would be far better than mine as he is considered an expert in this field.

It was a pleasure to meet you and I hope to see more of you in the future.

With kindest regards,

Sincerely yours,

JACKSON DAVIS

Mr. M. Taylor Matthews
School of Agriculture and Forestry
University of North Carolina
Raleigh, North Carolina

JD:FAB

FEB 15 1938

NC-103

SUGGESTED FRAMES OF REFERENCE FOR SOCIOLOGICAL RESEARCH

BY

M. Taylor Matthews

Robin M. Williams

Olaf Wakefield

SUGGESTED FRAMES OF REFERENCE FOR SOCIOLGOCIAL RESEARCH

I.

In view of the greatly increased interest of the general public in social science and in the answers which it attempts to give to contemporary questions, the present seems to be an opportune time for the development of a framework within which the implicit patterns of differentiation in social research may be integrated in such a way as ~~to~~ unmistakably to relate specific studies to the functional meaning of social science as a whole. In past decades criticisms have been voiced from various quarters concerning the fragmentary character of much of the research carried on in the social sciences. Such criticisms as those which have pointed out the statistical limitations of isolated samples and the lack of comparability between the s tudies of investigators in the various states certainly are worthy of serious attention.

The segmented, discrete, and apparently unrelated patterns of sociological studies are probably more apparent to the general public than to sociologists themselves. We need not so much an attempt to join together these segments as we need to fill in the implicit lines of the total scientific field upon which the present studies do rest as discrete segments. In such a picture the apparently discrete fields of work fall naturally into place as spots or segments upon the coherent lines of the total science. The public response to such

a picture would doubtless result in an opportunity for the social sciences to gain and hold an improved position of permanent respect and usefulness in the social order.

One detects a feeling in some quarters that the solution of the problem of "chaotic" conditions in research is to be found in an extension of regional and national studies either through centralized agencies or through cooperative agreements between independent agencies and individuals. It is not our purpose to enter into the controversy as to the relative merits of centralized versus individualistic research. Certainly, the folkways of science tend to favor the unrestrained initiative of the individual scientist. Certainly, on the other hand, efforts to secure comparability of results in different regions are most commendable. However, it is our contention that the fundamental difficulty lies far deeper than any mere question of the administrative organization of research. Whether research is carried on by individuals, cooperating agencies, or centralized agencies, there still remains the necessity for an integrating point of view (to use a much malingered phrase) which will lend unity of direction to studies under whatever auspices. Such an integrative point of view must be flexible enough to allow the utmost freedom of initiative, but it must also furnish a frame of reference within which research may move toward the formulation of general scientific principles, as well as toward the solution of immediate social and economic problems.

That the need for such a frame of reference already has been recognized is witnessed by the type of considerations set forth in papers read at recent meetings of various scientific organizations and also by several recent articles and books.* Much of the present discussion of the nature of mensuration and of the search for adequate technique of measurement seems to be an expression of the sensed need for primary orientation.

I I.

We have here attempted to set up such a guide for a long-time research program. In the past there have been several note-worthy attempts to list and outline specific research projects, as for example the series of monographs issued by the Social Science Research Council.

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*Some of the examples are:

Lundberg, George H., "The Thoughtways of Contemporary Sociology", American Sociological Review, Vol.1, No. 5, Oct., 1936

_____, "Quantitative Method in Social Psychology", American Sociological Review, Vol. 1, No. 1, Feb. 1936. See also the discussion by Willard Waller.

Brown, J. F., Psychology and the Social Order, McGraw-Hill Book Co., Inc., New York, 1936.

Chapin, F. Stuart, Contemporary American Institutions, Harper and Bros., New York, 1935.

_____, "Social Theory and Social Action," American Sociological Review, Vol. 1, No. 1, Feb., 1936.

The outline presented in this article is in no sense an attempt to enlarge upon such preceding efforts, praiseworthy as they undoubtedly are. It is rather an attempt to set up a system which will link together various lines of research in such a way as to indicate their direction and the contribution which they may make toward the development of a substantial body of principles in social science.

In the light of recent thought the century-old debate in regard to the supposedly conflicting viewpoints held by the "pure" as distinguished from the "applied" scientist, seems highly useless. In the first instance, social scientists generally admit the existence of social problems (although they may disagree in defining such problems and may argue from widely differing value-hierarchies.) Secondly, presumably, every social scientist also admits that the adjustment of "malfunctioning" of society (however defined) is desirable. This is ordinarily thought of as being the <u>applied</u> phase of social research and is ruled out of the province of the sociologist <u>as such</u> by those who hold that his function ends with the induction of principles from the data under consideration.

On the other hand, what is ordinarily thought of as the <u>pure</u> science phase is that portion of the research process which concerns itself with the formulation of general principles.

We now recognize the fact that neither the physical nor the social sciences can be divorced from their social milieu. The discovery of even the most abstruse scientific principle may be expected ultimately

to react somehow upon the affairs of men. When the first scientist began studying galvanic action in the glutcal muscle, he set in motion the trend in scientific research which led ultimately to the discovery of Hertzian waves, which in turn led to the emergence of the social phenomena attendant upon the use of the modern radio—such as mass propaganda and its role in social control.*

The successive "crises" of a capitalistic civilization during the last several years have brought forth admonitions to the natural scientist concerning the necessity for careful consideration of the probable social implications of the inventions and technics resulting from his scientific endeavors. If the natural scientist can no longer ignore the effects of his discoveries upon the world beyond his laboratory door, certainly the social scientist has at least as much need for recognizing the practical consequences of his work — consequences, let it be noted, which are likely to follow regardless of the"purity" of his intentions.

It follows from these general considerations that any adequate plan of long-time research must take cognizance of these two aspects of what is really one unitary process. On the basis of this generalization we have included both pure and applied phases of socialresearch as integral parts of what purports to be a unified approach to rural research problems.*

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* See Recent Social Trends.

* See Odum, H.W., "Errors of Sociology", Social Forces Vol.15,No.3, March, 1937, P.334. "Yet the test of sociology must somehow be found in its ability to understand what has happened and what is happening and to popularize the knowledge in realistic ways. For sociology must achieve its scientific character in the process of the extension of

Clearly related to these considerations is the view which holds that there must be envisaged in any realistic schemata of Social Research that phase of the science which deals with the securing of public action — a function corresponding roughly with the distributive function in industry, only in the case of social research our findings, remedies, and proposed techniques (which correspond with the finished products of industry) lack any "selling" organization. Public schools which might perform such a function are so circumscribed by traditional curricula, local systems of value, and by habit-psychology that their usefulness as "selling" agents for the products of social research is slight. The church which properly might be concerned with the distribution of the products of social research, likewise finds barriers to acceptance either of the basic postulates which characterize rural research or of the programs of social action implied in the findings of such research. Politics and government remain then as the only organized institutions for distribution of the products of social research -- and even in politics and government many barriers present themselves.

Legislative action in our society yields to demands for programs deemed important by representative factions-- demands which frequently conflict with principles and procedures based on research by the social scientist. Of course, our legislative bodies may approach or summon

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* "Errors of Sociology" notes cont.
knowledge as well as in method and content. Through social invention and social technology the task of sociology will be to prevent the weakening of science-theory through the ignoring of science-practice in a changing world."

the social scientist for his opinions during the formulation of social programs but these opinions may or may not be the results of social research pertaining to the "law" in question and may or may not be incorporated in the final provisions of the newly created or reformed legislative enactments. Since the research of the sociologist may stress folk reactions running counter-wise to the wishes of those who are "going somewhere in a hurry" and who seek "reform by fiat", his counsel may receive short shrift in the formulation of "reform". To some of us this throws additional light on the implications of the question," Should we have more coordination between the social scientist and the legislative branch of our society?" But if the "distributing" function lies at the later phases of social research in getting research over into public action, the function also lies at the beginning of social research in order that there may be any research at all.

To return to the consideration of fundamental viewpoints in social science, the following assumptions may be briefly stated. We assume the neo-positivist position that science properly concerns itself with observable phenomena and considers these phenomena as constituting "reality"; i.e., that data given by our sense organs <u>are</u> data. We do not concern ourselves with ontological problems concerned with the ultimate <u>why</u> of the phenomena observed. But if we are not concerned with the historical or ontological <u>Why</u>, we are concerned with the Whither insofar as the whither affects human experiencing, or insofar as the Whither may be predicted and controlled in the interests

of improved experience, which postulate, so it seems to us, offers a fairly general definition of the social problem.

The scheme of social research outlined below is, of course, based on postulates which form only one conceptual method of viewing the social universe. But, if we understand arightly the philosophy of science as set forth recently by prominent physicists such postulates may enable us to secure the most valid picture of the complexity of phenomena which surrounds us, measuring validity by the criteria of prediction and control.

Lack of space forbids even the most cursory treatment of the many epistemalogical problems implicit in the position taken here.

We assume that the development of sound scientific principles is dependent upon a clear and rigid definition of terms. The impossibility of any appreciable progress in clarifying and standardizing sociological terms in the absence of a generally accepted criterion of definition seems obvious. Hence, we find it necessary to assume that concepts in our scheme of research shall be operationally defined. As Lundberg has well said: "That sociologists exhibit only slight agreement even in the use of the most common terms is a matter of common knowledge . . . . . This state of affairs is not surprising, because the only way of defining anything objectively is in terms of the operation involved."* Under this view it is clearly possible to re-cast

*Lundberg, op. cit., page 709. See also: Carnap, R., "On Character of Philosophic Problems," Philosophy of Science, 1934, I, 5-19, and Bridgman, P., The Logic of Modern Physics, The Mac Millian Co., New York, 1927.

Much of the so-called "subjective" data of sociology in objective form through definition in terms of the operations of mensuration.

We assume the untimate criteria for our values to lie in human experience. We assume scientific principles to be statements of uniformity in the behavior of phenomena under given conditions; furthermore, we assume this uniformity of behavior to arise from uniformity either of structure or of the process toward the realization of structure. For instance, whether the science of biology precedes or appears concomitantly with the science of anatomical structures, the important fact for us is that the science dealing with the process cannot be divorced from the science dealing with structure.

It may further be stated as a hypothesis of the suggested approach that principles may be developed only through a contraction upon phenomena and the"field" in which they are imbedded. To illustrate by analogy: What physicist can predict the fall of a stone accidently dislodged to tumble down a mountain-side? The answer is obvious because of the infinite number of factors which may influence the stone in the course of its descent. On the other hand, this same physicist can supply us with an accurate mathematical formula for the behavior of a frictionless ball rolling down a perfectly smooth inclined plane of a given slope. Social laws must be developed in statements of given conditions under which a specific form of behavior occurs. May it not be true that part of the difficulties of the social scientist in the formulation of principles lies in too much investigation of "stone-

rolling-down hill" and not enough of "balls-on-inclined-planes"? To be sure, the difficulties of developing valid principles even from the latter type of research are fully recognized--we might even say, emphasized. But until we clear the ground by a critical examination of the assumptions upon which our researches depend, these difficulties are enormously multiplied. It should hardly be necessary to state that we have no thought of advocating the mere mechanical transfer of the jargon of physics into sociology in the naive belief that sociology will thereby become more scientific. We explicitly recognize that societal values must be included as a major area of study and we do contend that our position presents the possibility of an integrated theoretical basis upon which to build a really sound research procedure.

V.

With acknowledgement notably to one Sister Science* and with the belief not only that the foregoing postulates have been observed but also that the structure is "workable" for research purposes, we submit the following as

A POSSIBLE FRAMEWORK FOR A LONG-TIME RESEARCH PROGRAM

IN SOCIAL SCIENCE

Incorporating

A. A pure science phase leading to development of scientific principles.

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* The analogy with medical science is particularly pertinent if one accepts the idea that culture has a biological function. See J. K. Folsom, The Family , P. 54 ff.

1. Studies of social structure, and

2. Studies of social processes

B. An Applied Science phase - comprising

1. Studies looking toward the ascertaining of norms for social conditions and processes — to be pursued probably through studies of problem situations, "sick" communities of various types, etc., as well as through studies of presumably normal conditions.

(a) Such studies would have a definite aetological aspect; i.e., inquiry into possible causes of local social maladjustments.

(b) And further, they would contribute to the science of social symptomatology by careful description of conditions regarded as most likely to be significant in characterizing definite types of social morbidites.

2. Diagnostic studies - which after a time might telescope studies under B-1 into minimum space and would at the same time attempt to develop reliable prognoses.

3. Therapeutic studies - including reports on all changes in problem areas studied which might throw light on the question, "What can be done about it?" Eventually, it might become possible to develop a fair science involving:

(a) Indications - i.e., what elements should be introduced as remedial measures, and

(b) Programs of Social action -i.e., "how to get the 'patient' social bodies 'to take their medicine', or to follow the prescription". Under this head would be needed much research into techniques

of social control, actually observed
responses made by subjects to schemes
of social control, etc.

We believe that all social research may be classified within this outline. This is not to say, however, that a given project could be classified entirely under any single category, rather it is likely that most social studies (both past and current) contain elements that imply several or all of the categories in the above framework. It is believed, however, that, were the above categories universally observed by social scientists, several desirable results would tend to follow:

1. The above framework provides convenient organization for a presentation of research summaries -- as well as for the entire report itself in some cases.

2. Recognition of such a framework furnishes a valuable mechanism for "orienting" any particular study.

3. The framework provides an organizational structure within which the diverse findings of many separate workers may be brought together so that ready reference may be had at any time to the current state of knowledge under each of the various categories.

4. Such a logical organization of achieved knowledges, besides furnishing ready reference to the state of the science, provides also at the same time a stimulus and guide to further research. In other words, it assumes that social research may follow a logical course and provides the essential land-marks for

the various stages of that logical and realistic continuum.

5. Such a framework is an aid to genius in social research in that it provides a practical map of the social field or universe upon which any "hunch" may be located and thus brought into focus with the general effort toward organized progress in the science.

In order that the greatest benefit may be reaped from general recognition of such a long-time framework for social research, we need a careful and complete synthesis of past and present findings organized under the structure suggested above. This in itself represents no small task. Furthermore, the present state of the science necessitates fairly detailed annotation of most of the facts and principles so far discovered. This task appears to us as being unquestionably the next logical step in the development of our science. Needless to say, such a basic compilation must be kept up-to-date by frequent supplement.

Besides up-to-date compendia of findings, we are also greatly in need of similarly organized compendia of "most needed" research, such compendia to be viewed as suggestive rather than as in any sense compulsory, thus leaving entire freedom for individual initiative.

V I.

As an illustration of how current and "needed" research in sociology might be organized under the above framework into a coherent science, we have ventured to re-state some of the projects listed in the above report and also to set forth some other sug-

gestive and possibly significant rural studies on the various levels of what might be a general framework for a coherent research program in rural social science. The choice of rural illustrations has been made on the grounds of expediency since this is the field with which the authors are most familiar. Workers in other specialized fields of sociology will have no difficulty in adapting this outline to their particular sectors of study.

A. Pure Science Phase.

1. Studies of rural social structure.

(a) Studies aiming at classification of community-types.

(b) Studies looking toward classification of rural people on the basis of their bio-psycho-social organization as persons.

(c) Studies into the relationships between rural persons and their institutions or activities in various types of communities.

(d) Studies into the patterns and gradations of conflict, indifference, or reinforcement in the institutional arrangement present to various classes of rural people. . . proceeding through all the phases of definitions, codes, systems of value, ego-ideals, ideal galleries, sanctions, bases of authority, etc.

(e) Description, analysis, and measurement relative to the goals of endeavor and levels of aspiration of the various classes of rural people in various community types.

(f) Similar studies concerning the adaptation of rural classes to various types of competitive (or cooperative) situations.

*(g) Studies in relationships of land and people — present organization of land tenure as an outgrowth of an earlier plantation and land-holding system, particularly in the South.

2. Studies of rural social processes.

(a) Studies in rural renaissance -- cyclic phenomena in institutions, in participations, in the hierarchy of value-systems, etc.

(b) Studies in rural routines, cycles and cycle-phases of the various routines comprising the life-purpose, plan, or pattern of rural people.

(c) Description, analysis, and measurement of satisfactions or other returns accruing to rural people from their several activities or institutions — looking toward establishing methods and norms for measuring the efficiency of rural institutions, activities and routines, among various classes of rural people in various community types.

(d) Studies of non-economic factors affecting economic adjustments as illustrated by behaviors of rural people with respect to (1) AAA, (2) Soil Conservation Program, (3) Mobility, (4) Tenure changes, etc.

(e) Studies of occupational displacement (or shifts) among rural people.

(f) Studies into the effect of the rise and expansion of industry upon rural culture, and upon various rural classes.

(g) Studies of rural youth. (Viewed in terms of emerging changes and conflicts.)

(h) Studies concerning the changing status of cash crops from area to area, particularly in the South, and the social and economic adjustments implied thereby.

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* Adapted from Report of Committee on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology -- Institute on Southern Regional Development and the Social Sciences, Chapel Hill, N. C., June 17-27, 1936.

(i) Studies of population trends.

(j) Studies into the effects on rural life produced by increased contact with urban culture.

(k) A multitude of other studies concerned with the phenomena of Social Change.

B. Applied Science Phase.

1. Normative studies.

(a) Description, analysis, and measurement of satisfactions or other returns accruing to rural people from their several activities or institutions -- looking toward establishing methods and norms for measuring the efficiency of rural institutions, activities and routines among various community types.

(b) Studies designed for detailed comparison of conditions in presumably normal communities with conditions in problem communities.

(c) Studies correlating community practices or opportunities with results of other studies in the same community relating to the bio-psycho-social organization of its members as persons, and with studies relating to the goals of endeavor and levels of aspiration for various classes of people.

2. Diagnostic Studies.

(a) Studies of rural health -- particularly studies of demonstration areas.

(b) Research directed toward prediction of "Population Crises" by areas.

(c) Standards-of-living studies.

(d) Studies concerning the social implications of various systems of land utilization.

*(e) Studies of the economic and social results of farm leasing systems.

* Adapted from Report of Committee on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology-- Institute on Southern Regional Development and the Social Sciences, Chapel Hill, N. C. June 17-27, 1936

*(f) Studies of markets for rural products.

(g) Other studies looking toward classification of social conditions with respect to causes and probable outcome.

3. Studies with respect to remedial measures and needed programs of social action in order to insure such conditions as will give optimum opportunity for improvement in unsound rural situations both local and general.

(a) Studies looking toward a program of adult education.

(b) Research into factors affecting the response likely to be made to various "improvement" or remedial programs.

(c) Studies of community resources -- e.g. to determine whether the community is capable of sustaining the population usually resident in it, and if not, what rearrangements are indicated (also diagnostic).

(d) Studies relating to types of programs needed for self-sufficing as contrasted with cash-crop farms.

(e) Studies concerning the efficacy of tentatively prescribed or broadly experimental policies or elements in various social situations.

This list, obviously, does not begin to exhaust the possibilities of projects under the various divisions of the outline. It is however, suggestive of what might be done by way of building base maps and working plans for a continuing program in sociology.

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* Adapted from Report of Committee on Coordination of Research, Teaching, and Extension in Agricultural Economics and Rural Sociology — Institute on Southern Regional Development and Social Sciences, Chapel Hill, N. C., June 17,- 27, 1936.

This paper was conceived as a result of various attempts to find some frame of reference against which, for purposes of evaluation, orientation, and synthesis we might project the many detailed studies currently being produced. An attempt has been made to demonstrate that a real need exists for some such field of reference which will give to sociology and to sociological studies some sense of functional cohesion and unity.

The scheme of organization presented here largely ignores subject-matter divisions of research in order to lay emphasis on the various steps in the process by which social facts may be made to serve the needs of society.

The development of practical measures for implementing this or some other organizational plan will be facilitated by the annual records of research which have been collected over periods of varying length by various regional and National sociological organizations and agencies. A few books also have been written which indicate beginnings in systematic organization of the science. An additional organizational need at this time is the establishment of some group or agency which would carry this commendable work one step further by providing compendiums of findings in current and past research which will locate any gaps or deficiencies in the present state of the science as well as these unexplored areas which with most profit may be next investigated.

The future of social science rests upon how realistically it attacks the problems with which it is called upon to deal in the next few decades. It is possible that the considerations just advanced may have important bearings upon the form which the future of the science may take.

MAR 6 - 1939

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

THE D. H. HILL LIBRARY
W. P. KELLAM, LIBRARIAN

November 3, 1938

LMF L.M.F. 11/7

NOV - 5 38 ARM 12/14 J.D. WWB

Mr. Albert R. Mann
General Education Board
49 West 49th Street
New York, N. Y.

Dear Mr. Mann:

According to R. B. Downs's Resources of Southern Libraries there is no extensive collection of textile literature in the entire South. North Carolina, as you know, is a center of great textile interests, and it would be very appropriate to build a large textile library in connection with our Textile School. This Library has recently added several long runs of textile periodicals through the purchase of Mr. A. W. Buhlmann's private library. This splendid collection, together with what we already had, has given us an excellent start toward a well rounded textile library. I should like to see it grow into a large collection which would be a credit to both this institution and the South.

The Library cannot hope to build a great collection in any specialized field with its ordinary appropriation for books. Knowing that the General Education Board has helped many southern libraries, I wish to inquire if it would consider helping this Library to make its textile collection outstanding.

Yours very truly,

W. P. Kellam

WPK:ALT

MAR 6 - 1939

WWB	DEC 15	WMD
HSB		HSB

D

December 14, 1938

Dear Mr. Kellam:

Referring to your letter of November 3 as to the possibility of a grant toward the further development of your library collection in the field of textiles, the officers have now had opportunity to examine the matter. I am writing to advise that the proposal is not one which the Board is in position to consider at this time. I trust that other possibilities of assistance are open to you.

Yours sincerely,

A. R. MANN

Mr. W. P. Kellam
North Carolina State College
Raleigh, N. C.

FORM 199

MAY 21 1941

NC-103

FMc	MAY 15 '41	FMc
JD		JD
WWB	MAY 21 '41	WWB
WNM	MAY 21 '41	WNM

INTERVIEWS. ARM

Dean I. O. Schaub,
Dean School of Agriculture,
North Carolina State College of Agriculture,
Raleigh, N.C.

At Raleigh
April 21, 1941

1. IOS stated that the recent Legislature had made additional appropriations for the work of the College and Experiment Station:

$25,000 for a new experimental farm
20,000 for experimental greenhouses
10,000 for research on potatoes
5,000 for research on nursery stocks and flowers
4,500 for work in animal husbandry
3,000 for special studies in soil deficiency areas.

The State transferred from the State Department of Agriculture to the Experiment Station $26,000 for research and $4,500 for seed certification. The Legislature provided an additional $4,000 for seed certification. Total additional operating funds for research exclusive of physical facilities amount to $20,000 to $25,000, plus $26,000 transferred, these being in addition to the $65,000 a year for research provided by the Legislature two years ago. The Legislature also increased the appropriation for county home demonstration agents, agricultural agents, and Negro agents by $75,000 over a two-year period.

2. Plant Breeding

IOS put the breeding of improved crop varieties as first among southern research needs. At his College Dr. P. H. Harvey in corn breeding is the ablest man. Age about 25, with Ph.D. from Ames. P. H. Kime in cotton breeding is less able. In the improvement of forage crops, particularly pasture grasses, two promising young men are at work: R. L. Lovvorn, taking Ph.D. at Wisconsin this year, and B. W. Smith who received Ph.D. at Wisconsin last year. IOS states that Georgia is doing outstanding work with pasture grasses at Tifton and that there is good work also at Griffin.

3. Plant Physiology

IOS regards Carr as fairly able. He is cooperating with Barre in plant physiology at Washington. Luther Shaw, in charge of plant physiology, is also good.

4. Soil Science

IOS believes the College has an excellent group in this field. Dr. J. F. Lutz is the keenest. Doing brilliant research work on tobacco soils and fertilizers. He is, however, not so adaptable as some of the others. Dr. E. R. Collins is next ablest and is a more adaptable person.

5. Experimental Statistics

IOS spoke of a recent development in the College of a Department of Experimental Statistics under Dr. Gertrude M. Cox, brought from the statistical laboratory at Ames, Iowa. This development is raising great expectations. Dr. W. F. Callender of the B.A.E., Division of Crop Estimates,

has desired to see such a laboratory established in the South and he is cooperating. He has already transferred some of his staff to this laboratory and in addition two or three men from other college departments have been added to this department. Callender intends to use the laboratory as a training place for his southern staff and will send a number of officers here for training in statistics in the forthcoming summer school. In the first course in experimental statistics offered last fall 60-70 members of the college staff attended. For the coming summer school Dr. R. A. Fisher of the University of London will be visiting professor and also Dr. G. W. Snedecor, Director of the Statistical Laboratory at Ames.

6. IOS states that Dr. C. H. Hamilton is coming along finely, and is establishing good relations with others. CHH wants to bring Robin Williams back from Kentucky. IOS intends to provide added space and equipment for Hamilton's work before next year.

7. IOS reports that the live-at-home program of the Extension Service is moving splendidly. Local seedsmen in Robinson County recently reported selling 25,000 lbs. more garden seed this year than before.

FORM 199

JUN - 3 1941

NC-103

FMc		FMc
JD		JD
WWB	MAY 22 '41	
WNM	MAY 28 '41	

INTERVIEWS: ARM

Dr. Gertrude M. Cox,
Head of Dept. of Experimental Statistics,
North Carolina State College
Raleigh, N. C.

At Raleigh
April 21, 1941

GMC came to Raleigh last October. By transfer of federal officers and other staff members to her department during this first year she now has a staff of five, with expectations that the number will be increased. In the field of experimental statistics she will give special attention to biological statistics but will make provision also for social statistics. Sixteen courses in various aspects of statistics have been transferred from other departments to this department.

The immediate purpose of ARM's visit was to inquire regarding the forthcoming summer school program in statistics. (See attached.) Dr. I. O. Schaub stated that Dr. Cox had already accepted 45 from outside the State and a considerable number of the College staff had also enrolled. She would be willing to search for and accept some of the ablest young scientists at southern institutions needing special training in either biological or social statistics, particularly the former. She has had several requests for scholarships but has no scholarship money available. The program is being financed by the State College with the help of $10,000 of federal funds received through Dr. W. F. Callender for work on crop-weather relations of cotton and tobacco. Costs for the summer school are $30 for living, $21 for 7 credit hours, $10 for room, and $6 for fees, about $65 total. The summer program will be offered in alternate years with Ames, the intention being that Cox, Fisher and Snedecor will serve alternately at the two institutions.

GMC stated that Dr. E. L. LeClerg at Louisiana State university is highly respected for his work in biological statistics. He has a reliable background for work with experiment station statisticians. He is now located in horticultural research but she thinks he would be most useful in station statistical research. Louisiana State University has "a grand group of young persons in statistics." Dr. P. G. Homeyer at L.S.U. is coming for her summer program.

For next year GMC may request a small grant from the Board for scholarships for selected young southern staff members.

ARM

DESCRIPTION OF SPECIAL COURSES IN STATISTICS

N.C. State College, NC-103
Raleigh, N.C.

JUN - 3 1941

June 16 - July 25, 1941

Stat. s571 Mathematical Statistics Daily 9:00 3 credits
Prerequisite: Graduate standing.
Tests of significance, statistical estimation, and multivariate analysis.

Stat. s581 Seminar Tu.Th.4:00 1 credit
Prerequisite: Graduate standing.
A series of special topics as human genetics, population studies, sampling, transformations, insect distributions, precision of newer experimental designs.

} Fisher 6 weeks

Stat. s412 Experimental-Statistics Daily 8:00 3 credits
The application to experimental data of statistical techniques such as sampling, averages, tests of significance, linear regression and analysis of variance.

Stat. s413 Experimental-Statistics Daily 11:00 3 credits
Prerequisite: Stat. 412
Multiple and curvilinear regression, analysis of variance and covariance, single degree of freedom, size and structure of sampling investigations.

Stat. s431 Design of Experiments. Daily 8:00 3 credits
Prerequisite: Stat. 412
Fundamental principles of designs. Randomized blocks, Latin squares, split-plot and factorial designs. Individual comparisons, components of error and confounding.

Stat. s542 Experimental Designs Daily 10:00 3 credits
Prerequisites: Stat. 413, 431.
Confounding, quasi-factorial designs, incomplete blocks and lattice squares. Pasture, field, greenhouse, animal, human and long-time experiments. Survey of type of designs available. Experimental results with appropriate methods of analysis and valid interpretations.

* * * * * * * * *

Registration will be conducted in Frank Thompson Gymnasium beginning at 9 A.M. on June 16th. The staff members will be present to advise students relative to courses. If you plan to attend any of the above six-weeks courses, will you please indicate the course numbers and notify us as soon as possible?

Class work begins on Tuesday, June 17th, at 8 A.M.

Graduate Students may carry 7 hours of course work for credit during one summer session.

No transcript of credit is required for attendance at this Summer Session. We are requesting that, if you wish credit in any of these courses, you have the University where your credits are recorded send to the Department of Experimental-Statistics a statement of your graduate standing.

With reference to courses offered in other departments, information may be obtained from the Office of Registration, State College Station, Raleigh, N. C. That office will send the Summer Session Announcement of Courses on request.

JUN 18 1941

AC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
DEPARTMENT OF
AGRICULTURAL ECONOMICS
AND
RURAL SOCIOLOGY

April 30, 1941

AGRM	MAY -1 '41	AGRM 5/8	
WNM	MAY -9 '41		
JD	MAY -9 '41		They have just taken on Dr Cox. Isn't this Expanding too rapidly?
Please initial — JMC		FMC	
	SNS	SNS	listed

Dr. A. R. Mann
General Education Board
49 W. 49th Street
New York, New York

Dear Dr. Mann:

Miss Cox, Hamilton, and I are very much interested in your statement to the effect that the General Education Board is planning to establish a number of graduate fellowships at North Carolina State College. We should be glad if you would expand your ideas in respect to these fellowships. We have a number of promising applicants, but do not have money for graduate fellowships. In the past, we have been using, in a limited way, research maintenance funds for this purpose. The use of research funds for this purpose requires that the student devote a specified number of hours on a research project not related to his thesis subject. It would help our situation considerably if, in addition to these research fellowships, we could have a number of fellowships which were not so restricted in their scope.

There is another problem which we have not as yet been able to solve satisfactorily. The organization of the Department of Experimental-Statistics requires a representative from each of the cooperating departments of the college. This representative will be paid jointly by the Department of Experimental-Statistics and the cooperating departments. It has been tentatively agreed that one-third of the salary will be paid by the Department of Experimental-Statistics and two-thirds by the cooperating departments. The representatives of the cooperating departments will be located in the Department of Experimental-Statistics and act as coordinators. In this manner we believe that the research work going on in the various departments will be made more effective than by any other method. To represent the Department of Agricultural Economics, I wish to employ an outstanding statistician who has had training in agricultural economics. To do this, it will be necessary to have the financial support of your organization. We have in mind employing a person at a salary range from $3600 to $4500.

We wish to take this opportunity to assure you of our appreciation of the contribution which the General Education Board has made to the new developments at State College.

Very truly yours,

G. W. Forster

G. W. Forster, Head
Department of Agricultural Economics

GWF:t

FORM 62a

JUN 18 1941

May 2, 1941

My dear Dr. Forster:

As Dr. Mann has not yet returned from his trip in the South, I am acknowledging your letter of April 30th with reference to fellowships and your request for a grant toward the salary of a statistician for the Department of Agricultural Economics. Both these matters will receive careful consideration by the officers at the first opportunity after Dr. Mann's return.

Sincerely yours,

DOROTHY A. HEWLETT

Secretary to Dr. Mann

Dr. G. W. Forster
Department of Agricultural Economics
North Carolina State College of Agriculture
Raleigh, North Carolina

FORM 634

JUN 18 1941

NC-103

May 8, 1941

Dear Dr. Forster:

Returning to the office today I find your letter of April 30th acknowledgment of which was made on its receipt.

When in conference with Dr. Cox I indicated that the Board might be willing to consider scholarships to enable three or four of the abler young staff members in the South holding important posts for which they particularly needed the training in either biological or social statistics, which the summer program at your College will offer. I did not have in mind the establishment of graduate fellowships in the sense your letter seems to imply. It is not our policy to establish such fellowships at individual institutions. The best we are able to do is to consider applications for fellowships which we award directly to candidates who seem to meet our requirements. In this sense we are in position to consider nominations of responsible young staff members in either the natural or the social sciences, who are strictly A grade, who have a prospect of continuing in their southern posts and can justify their need for a year of additional training. I am enclosing a general statement concerning the Board's fellowship program.

With respect to possible assistance toward the salary of a statistician trained in agricultural economics to represent both your department and the new department of experimental statistics, we need further information. In the first place, will you not amplify somewhat the function which this person is expected to serve in his position as a "coordinator." What part of the salary can be provided locally and how soon would the College expect to provide the salary in full?

I am wondering whether you have discussed this matter with your dean and with President Graham. As you know, the Board has made a grant toward the strengthening of certain activities in the

College at Raleigh on the request of President Graham, and the President is therefore confronted with the problem of absorbing certain of these additional costs into the budget of the institution. Is the President prepared to recommend this additional appointment and to undertake its absorption at the end of one year or soon thereafter?

With this additional information before us we shall be in position to give at least preliminary consideration to your inquiry.

Yours sincerely,
A. R. MANN

Dr. R. W. Forster
Department of Agricultural Economics
North Carolina State College of Agriculture
Raleigh, North Carolina

NC-103

REPORT OF TRIP OF E. W. McHenry and JD, July 5-18, 1942

Wednesday, July 15

In the afternoon visited the North Carolina State College. Met Dean Schaub. He brought in Satterfield, Goodwin and Shaw. Discussed the soil study and animal nutrition and the concentration of effort in Wayne County. Onslow County is the chief area of cobalt deficiency. Satterfield said dental studies in Wayne County showed mottled teeth, but tests of the water failed to show fluorine. Schaub said that a recent demonstration had showed the effectiveness of the Agricultural Extension program in reaching the people. In Lee County, 45% of the families reached had used whole-wheat or enriched flour. In Orange County, 85% of the people had responded in planting soy beans. Letters were of little value. Personal contacts got results.

Dr. Shaw, Head of Animal Nutrition, discussed the relationship of soil studies to the animal nutrition problems. He said there were areas of cobalt deficiency that had been located. There is some difficulty with fluorine. Livestock and dairying are of increasing importance in North Carolina, which now ranks 14th in the United States in milk and dairy products, just behind Kansas.

Had a brief talk with Miss Thomas, in charge of home demonstration work. She was at Blacksburg and spoke highly of the workshop and thought the program was well handled.

JD:ERB

AUG 30 1944

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
OFFICE OF DIRECTOR

May 26, 1944

JD JUN 12 '44 PA

a RM		aRW 6/9
JHe	JUN-9 '44	FMc
WWB	JUN 13 '44	WWB
card KSO		VSO
amJ		

Dr. A. R. Mann, Director
General Education Board
49 West 49th Street
New York 20, New York

Dear Dr. Mann:

We here in North Carolina are very vitally concerned with the rural health problem. As a matter of fact, the Governor has appointed a Committee on Hospital and Medical Care for North Carolina. This Committee has a sub-committee on Hospital and Medical Care for Rural People. I do not think it is necessary to go into detail relative to the urgency of obtaining information on the status of the health situation in our rural areas. The tremendous number of rejects by the Army is ample evidence of the need for better medical care and health services.

I am enclosing a copy of a project outline by Dr. C. H. Hamilton, in which we aim to get at the basic facts of the problem. We want to call on the General Education Board to help us finance the project during the coming fiscal year. The proposed budget is attached.

We would be very happy to discuss this project with you since we feel it is one that will lead to some very important findings which will be valuable to the progress of southern agriculture.

We appreciate very much your very keen interest in our work here in North Carolina and the South in general, as well as the gracious support which you have given us in the development of our agricultural program. We hope that this project merits support from your organization.

Most cordially yours,

L D Baver

L. D. Baver
Director

APPROVED:

Frank P. Graham

Frank P. Graham, President

J W Harrelson

J. W. Harrelson, Dean of Administration

I O Schaub

I. O. Schaub, Dean of Agriculture

FORM 634

AUG 30 1944

June 9, 1944

Dear Director Baver:

This will serve merely as an acknowledgment of your letter of May 26th received today in which you submit, with the approval of President Graham and others, a proposal for a study of medical care and health services among rural people. It is noted that the cost of this study is estimated at $10,786, of which $6,540 is desired from this Board.

This type of study lies somewhat remote from the Board's field but it will be given careful consideration by the officers at the first opportunity.

Yours sincerely,
A. R. MANN

Dr. L. D. Baver, Director
Agricultural Experiment Station
North Carolina State College of Agriculture
Raleigh, North Carolina

AUG 7 1944 COPY - Original returned to Dr. Baver as per his letter June 29. NC-103

North Carolina Agricultural Experiment Station

Project Outline

1. Title. MEDICAL CARE AND HEALTH SERVICES AMONG RURAL PEOPLE

2. Objectives.

(1) To study the trend and distribution of medical care and health facilities such as hospitals and physicians, in relation to the trend and distribution of rural people.

(2) To determine the extent to which rural people use the following forms of medical care and health services: physicians, nurses, midwives, hospitals, public clinics, other public health services, home remedies, and patent medicines.

(3) To determine the relation between the use of medical care and health services to such factors as: income, level of living, educational status, availability and cost of services, forms of transportation, appreciation of the value of health and health services, methods of payment, and forms of health insurance.

(4) To study the attitudes of rural people toward their health problems, toward the effectiveness and value of health services, and toward various plans and proposals for making modern hospitals and health services available to all rural people.

3. Reasons for undertaking investigations.

(1) The primary reason for making this study at this time is to provide facts and principles for the development of an effective and economical program of organized medical care and health service for the rural people of the state.

(2) The North Carolina Agricultural Experiment Station has been requested to make such a study by the Governor's sub-committee on Hospital and Medical Care for Rural People.

(3) The value and effectiveness of agricultural labor is seriously impaired by preventable sickness caused in part by nonuse of medical care and health services by rural people.

(4) Farm incomes are depleted and levels of living lowered by unexpected high expenditures for modern medical and hospital care, a situation which the Governor's committee, with the help of this study, plans to correct.

4. Previous work and present status of investigations in the field of this project.

No previous work of this nature has been done in North Carolina. Several similar studies have been made in other states, but none of them can be used as a basis for planning more adequate health facilities in North Carolina.

5. Outline of Procedure.

(1) Sources of data. A field survey will be made of from 1200 to 1800 rural-farm households. Schedule forms are being prepared.

(2) Sampling. The rural neighborhood will be the areal sampling unit. Every family or household in each neighborhood will be surveyed. About three neighborhoods in each of twelve representative counties will be selected more or less systematically. The neighborhoods will be selected so as to represent a wide range of accessibility to health and medical services as well as differences in other major social and economic factors: e.g. race, size of farms, tenancy, levels of living.

Counties will be selected systematically to represent type of farming areas as well as a range of accessibility to health facilities. Some counties with hospitals and without hospitals will be selected. The availability of physicians will also be considered.

(3) Analysis. Machine tabulation will be used on all or most of the data. Relationships will be analyzed by means of correlation measures. Significance of results will be tested by means of appropriate error formulas. In so far as possible, regression methods of adjustment will be used to eliminate sampling bias.

Graphic methods will be used to show outstanding facts and relationships.

In all this analysis, the purpose will be to show the extent to which certain factors (mentioned under objectives) are associated with use of health facilities.

(4) In addition to the field study described above, all available secondary information on physicians, hospitals, and health services will be analyzed, mapped, and charted; so as to show the more important facts and relationships.

6. Probable duration of project.

One year for this first unit. Other aspects will probably be studied next year.

7. Date of initiation. July 1, 1944

8. Personnel.

Name	Department	Relation to Project
C. Horace Hamilton	Rural Sociology	Leader
Selz C. Mayo	" "	Assistant Leader
Martin R. Chambers	" "	Research Assistant

9. Cooperation.

a. None
b. Pending. This proposal is being submitted to the General Education Board.

10. Financial support.

a. Proposed Budget July 1, 1944 to June 30, 1945.

Items	Allocation of Funds			
	Purnell	State General	General Education Board	Total
1. Salaries				
Selz C. Mayo	940	705	-----	1,645
Margaret M. Cole	660	-----	-----	660
M. R. Chambers	-----	-----	1,440	1,440
Secretary	600	-----	-----	600
Statistical service	100	-----	-----	100
2. Labor	-----	-----	2,400	2,400
3. Travel	100	-----	1,900	2,000
4. (a) Equipment	-----	745	-----	745
(b) Supplies	100	-----	100	200
5. (a) Transportation of things	50	-----	-----	50
(b) Communication	150	-----	100	250
(c) Rents and Utility	46	-----	-----	46
(d) Printing and Binding	-----	-----	500	500
(e) Other contractual services	50	-----	100	150
Total	2,796	1,450	6,540	10,786

SIGNATURES OF APPROVAL

1. Approval of Project Leader and Department Head

   Date ----------

2. Approval of Director of Experiment Station

   Date ----------

3. Approval of Dean of Administration, North Carolina State College

   Date ----------

4. Approval of President of consolidated University of North Carolina

   Date ----------

AUG 7 1944

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
OFFICE OF DIRECTOR

JUL-3'44

ARM		ARM	aal 7/5
WWB		WWB	8/4
KGD	noted	KGD	

June 29, 1944

Dr. A. R. Mann
General Education Board
49 West 49th Street
New York 20, New York

My dear Dr. Mann:

We appreciate very greatly your telegram relative to our rural health study. We were somewhat surprised to learn that the sociological aspects of the program were somewhat outside the bounds of the interests of the General Education Board. Dr. Hamilton had been planning on this study for several years, however, recent developments in the state have made it necessary for us to initiate the investigation this year. We were sorry that this rush made it necessary for us to approach you for aid with rather short notice.

I discussed this phase of the work with Dr. Hamilton yesterday and told him that any future projects that he submitted to your Board should come in in time for your fall meeting so that at least you would have a chance to discuss the work with me at the regular Land-Grant College meetings which both of us always attend. In light of these facts, we would appreciate it very much if you would return the rural health project to us. We will hold in abeyance some other work in order to complete the study on our own funds.

Incidentally, just for your information, Dr. Hamilton would like to know whether the study on the rural church comes within the scope of your organization. He has been planning such a study for several years and had planned to ask you for assistance next year in this important rural sociological problem. If this is not within the scope of your activities, we do not want to proceed further.

With best wishes and with the hope of having a chance one of these days to chat with you, I am,

Most cordially yours,

L. D. Baver

L. D. Baver
Director

cc: President Frank Graham

FORM 624

AUG 7 1944

July 5, 1944

My dear Dr. Baver:

Your letter of June 29th with reference to the study of medical care and health services among rural people, for which you requested aid from the General Education Board, arrived just after Dr. Mann had left the office on vacation. I note that you have arranged to complete the study on your own funds and I am, therefore, returning the project herewith as requested by you.

Your inquiry as to whether the Board would finance a study on the rural church will need to await Dr. Mann's return. He will be in the office during the first week of August and I shall see that your letter comes to his attention at that time.

Sincerely yours,
DOROTHY A. HEWLETT

Secretary to Dr. Mann

Dr. L. D. Baver, Director
North Carolina Agricultural Experiment Station
Raleigh, North Carolina

FORM 026

AUG 7 1944

NC-103

August 4, 1944

Dear Dr. Bever:

Returning from an absence I find your letter inquiring whether a sociological study of the rural church would come within the field of interest of this Board. I can only express considerable doubt. We ordinarily do not like to prejudge possibilities prior to a full understanding of the precise undertaking but, in general, it would not appear probable that the Board would find it practicable to make a grant for such a study.

I note that you are proceeding on your own funds with the sociological study of rural health.

Yours sincerely,
A. R. MANN

Dr. L. D. Bever, Director
North Carolina Agricultural Experiment Station
Raleigh, N.C.

AUG 22 1944

NC-103

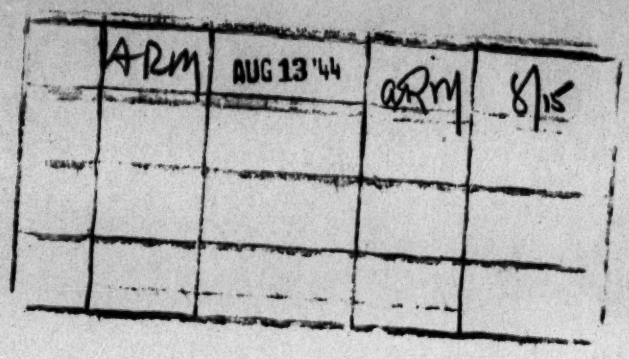
North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
DEPARTMENT OF
EXPERIMENTAL STATISTICS

August 12, 1944

5



Dr. Albert R. Mann
General Education Board
49 West 49th St.
New York 20, N. Y.

Dear Dr. Mann:

We have outlined a specific expansion program which we believe will meet the requests of the Southern research men for more statistical advice and assistance. This plan has been discussed with our administrators. At the suggestion of Dean J. W. Harrelson, I am writing to ask for an opportunity to present these ideas to you. Almost every research center especially in this region is seeking the services of a competent applied statistician. The supply is far below the demand. Therefore, as soon as the war situation permits, we want to be prepared to provide intensive training for practical statisticians.

The existing demand for statisticians is so great it will be difficult to attract our best men back into the educational field. It will take a challenging program to assure the return of our statisticians now on leave and to bring in the additional staff needed. We are securing and have the promise of more financial help from various U. S. D. A. Bureaus, from Foundations, and special research funds. As you know, we are planning on additional financial help from the General Education Board. I am especially anxious for you to go over our plans and advise us regarding the final preparation of the request to be presented to the Board.

Will you be in Raleigh or in Washington in the near future? If so, would it be possible for you to give Dean Harrelson and I a few hours? If it would be better for us to meet you in New York, let us know when that can be arranged.

Dean Harrelson has informed me you have agreed that the General Education Board will sponsor and finance an Animal Science Work Conference here in October. As soon as our plans are formulated more specifically, a copy of them will be sent to you.

I feel quite confident that this series of work conferences for selected Southern research investigators are most profitable. We can provide them with much needed intensive training in statistics.

In return we secure an appreciation of their problems and can profit by their experiences. The Plant Science Work Conference proved to be a worth while venture. The members of the conference were enthusiastic about the assistance secured and have been keeping in close touch with our work here. As a result of that conference, the advantages of well planned experiments are being recognized more than before, our consultant work has been increased at least 10%, the nutritional studies of the Southern Cooperative Group are being analyzed here, the War Department Post Restaurant Nutritional research group are asking for advice in the planning of their studies, and other far reaching effects can be seen.

We do appreciate your interest and cooperation in what we are doing.

Sincerely yours,

Gertrude Cox

Gertrude M. Cox, Head
Department of Experimental-Statistics

GMC:B

cc Dean J. W. Harrelson

FORM 624

AUG 22 1944

August 15, 1944

Dear Dr. Cox

In response to your letter of August 12th may I say that I shall be glad to talk with you and Dean Harrelson at any convenient time regarding the plans you have in mind for expanded assistance to statistical research in the South. Unfortunately, I do not have any immediate plans for a journey to North Carolina, but it is not unlikely that I shall have occasion to go down that way sometime this fall. Furthermore, I expect to be in Washington during the period September 19th to 24th, staying at the New Willard Hotel. While I have a compact program for that period, it is possible that we could find a little time if it would best suit you and Dean Harrelson to meet me in Washington. I expect to be in New York throughout the rest of this month and will be pleased to see you here.

I indicated to President Graham the other day in a telephone communication that the officers would be willing to consider a small grant toward an Animal Science Work Conference similar to the one in plant science which you held some months ago.

It is good to know of the increasing utilization of the services of your Department of Experimental Statistics.

Yours sincerely,
A. R. MANN

Dr. Gertrude Cox
Department of Experimental Statistics
North Carolina State College of Agriculture
Raleigh, N. C.

AUG 22 1944

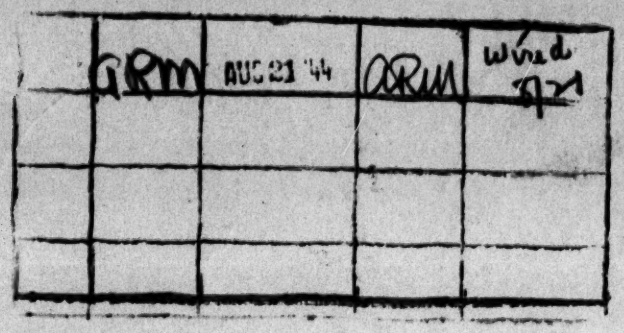
NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

AGRICULTURAL EXPERIMENT STATION
DEPARTMENT OF
EXPERIMENTAL-STATISTICS

August 17, 1944



Dr. A. R. Mann
General Education Board
49 West 49th Street
New York, 20, New York

Dear Dr. Mann:

Your prompt reply to our letter is appreciated. I have talked to Dean Harrelson and we think it would be advisable for us to see you in New York. With college opening the last of September, it seems best that we not try to break into your Washington program.

You state that you expect to be in New York the rest of this month. Could we plan to see you August 29. The night train we would take from here is due in New York at 9:15 a.m. It might be well to meet you early on the afternoon of August 29. If this is satisfactory, may we bother you to let us know, so that we may clear train reservations.

Sincerely,

Gertrude Cox

Gertrude M. Cox, Head
Department of Experimental-Statistics

AUG 22 1944

Please insert THIS END in slot of AUTOMATIC TELEGRAPH with message facing outward

WESTERN UNION

A. N. WILLIAMS
PRESIDENT

When placing this telegram in AUTOMATIC TELEGRAPH please observe directions shown on the cover

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

Telegram

NUMBER	CHECK	CHARGE TO THE ACCOUNT OF	PLACE	DATE	TIME FILED
		General Education Board		Aug.21, 1944	

TO

DOCTOR GERTRUDE M. COX
DEPARTMENT OF EXPERIMENTAL STATISTICS
NORTH CAROLINA STATE COLLEGE OF AGRICULTURE
RALEIGH
NORTH CAROLINA

arm

RESERVING TWO OCLOCK AUGUST TWENTYNINTH FOR YOU AND HARRELSON

A. R. MANN

2

PLEASE WRITE OR TYPE MESSAGE PLAINLY WITHIN THE BORDER—USE BLACK INK OR PENCIL—DO NOT FOLD

4191

SEP 21 1944

NC-103

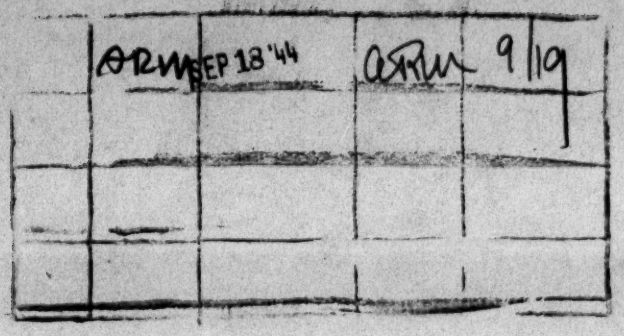
North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

DEPARTMENT OF
RURAL SOCIOLOGY

September 14, 1944

(3



Dr. A. R. Mann
General Education Board
49 West 49th Street
New York City,20

Dear Dr. Mann:

I am enclosing a copy of the first schedule which we plan to use in our Rural Health survey study. I believe that I have already sent you two or three papers which I have written in this field. I am anxiously awaiting to hear what decision the Board will make in regards to supplementing our State funds for our Health Service study.

Up to the present time, our staff has been busy making some preliminary tabulations and analysis showing the Health and Medical Care Services in relation to other social and economic conditions. I am chairman of the State sub-committee of the Governor's Commission on Medical Care and Hospital Facilities, and I am secretary of the sub-committee of Medical Care and Hospital Facilities for Rural People. You can see that we are in a strategic position to be of great practical service to the State at this time. Any help that the General Education Board can give us during the coming year will yield many returns to the rural people of this State.

I am planning to come to Washington soon to confer with some people there about our problems. Miss Cox told me that you might also be in Washington soon. I am wondering if it would not be possible that you could meet me there and discuss our mutual problems. If not, I shall be glad to come to New York to see you . When would be a convenient time?

Sincerely yours,

C. Horace Hamilton

C. Horace Hamilton
Head, Department of Rural Sociology

Enclosure

CHH/rsv

SEP 21 1944

RURAL HEALTH SERVICES STUDY
North Carolina Agricultural Experiment Station: 1944.

Name _____ Address _____

Location _____ Miles _____ of _____ Via _____

Date _____ Enumerator _____ Checked by _____

Item	Code	Item	Code
County		Value of house	$
Community		Value of automobile	$
Neighborhood		Running water	
Map number		Electric lights	
Sex of head		Radio	
Race or color		Power laundry machine	
Occupations: (a)		Mechanical refrigerator	
(b)		House screened adequately	
Farm Tenure		One or more rooms per person	
Acres operated: Total		Income available for living	$
Cropland		Fresh milk available 300 or more days a year	
Education of male head		One or more beeves butchered	
Education of female head		One or more hogs butchered	
Age of male head		One or more eggs per day per person	
Age of female head		Ten or more chickens per person	
Total number of children ever born		Ten or more fruit trees	
Number of stillbirths		Small fruits	
Infant deaths		Ten or more vegetables in garden	
Other children deceased		Carried over and/or canned this year 25 or more quarts of food per person	
Distance from a doctor			
Distance from a hospital			

Y O N ? 1. Do you think that the people of this community receive all the medical and hospital care that they need? Comment:

Y O N ? 2. Is the quality of medical care what it should be? If not, explain:

3. How much does your doctor charge for an office visit? $_____

Home visit? Day $_____ Night $_____

Y O N ? Do you consider these charges reasonable?

Y O N ? 4. Have you or any member of your family received hospital or surgical care during the past year? If so, give details:

Age	Sex	Days	Reason	Cost: Hospital	Surgical
____	____	____	_____	$_____	$_____
____	____	____	_____	$_____	$_____
____	____	____	_____	$_____	$_____

Y O N ? (a) Do you consider these hospital charges reasonable?

Y O N ? (b) Do you consider these surgical fees reasonable?

(c) How did you arrange to pay your hospital bill?

(d) Your surgical bill?

Y O N ? 5. Has any physician refused to call at your home because of distance? Comment:

Y O N ? 6. Has any physician ever refused to call at your home because he was too busy?

Y O N ? 7. Has any doctor, before serving you, ever asked if you were able to pay? Comment:

Y O N ? 8. Has any physician or hospital ever refused to serve you because you did not have the cash on hand to pay him? Comment:

Y O N ? 9. Has any physician or hospital taken mortgage on any of your property to secure payment for services? Comment:

P G N ? 10. Does your landlord pay or guarantee your medical care bills?

Y O N ? 11. Have you ever delayed calling a doctor because of the expense?

Y O N ? 12. Have you ever delayed having an operation because of the expense?

Y O N ? 13. Have you ever delayed going to a hospital because of the expense?

14. Do you or members of your family need medical or hospital services at the present time?

Age	Sex	Nature of need	Cost	Age	Sex	Nature of need	Cost
___	___	_____	$___	___	___	_____	$___
___	___	_____	$___	___	___	_____	$___
___	___	_____	$___	___	___	_____	$___

Y O N ? 15. Do you think that general practitioners earn more than other educated people of the same ability?

Y O N ? 16. Do you think that specialists or surgeons earn more than other educated people of the same ability?

Y O N ? 17. Do you,or members of your family, carry any kind of health, hospital, or medical care insurance? Details:

Type_____ Cost $_____

Coverage: Hospital_____ Surgical_____

Other_____

If not, why not?

18. How much could you afford to pay per year for complete medical care insurance for your family? $ _____

Y O N ? 19. Would you take out such insurance if it were available? Comment:

Y O N ? 20. Do you think that the state government should help poor people by paying part or all of their health insurance?

Y O N ? 21. Should medical and hospital care be easily accessible to everyone regardless of where they live?

Y O N ? 22. Do you favor a system of public medical care whereby everyone would receive all the medical care that they need and would pay in proportion to their ability?

B O P ? 23. If physicians were employed by the government do you think that they would render better or poorer service than they do now?

Y O N ? 24. Do you think that the state government should help poorer counties provide medical care?

Y O N ? 25. Do you think that the federal government should help the poorer states provide adequate medical care?

Y O N ? 26. Have you, or members of your family, used the services of public health clinics? If yes, give details:

FORM 624

SEP 21 1944

September 19, 1944

Dear Dr. Hamilton:

I am just in the office for a day between field trips and find your letter of September 14th. I note that you are waiting to hear the decision of our Board in regard to funds for your health service study.

I am sorry that you have not earlier been advised. On June 27th we received a telegram from Director Baver asking a definite decision on your request. I answered as follows:

> " I regret that consideration of your request for medical care study is not practicable before autumn stop While proposal is highly important there is doubt Board can aid as our program thus far is limited to assistance to state health education undertakings".

Following receipt of that telegram on June 29th Director Baver wrote requesting us to return the rural health project to the College stating that adjustments would be made so that this study could be completed on your own funds. We have therefore considered the matter closed since that time. I hope that adjustments were made to enable you to go ahead with your work.

I am leaving for Washington tomorrow night for three days, returning to New York next Friday evening. My headquarters will be the Willard Hotel.

With personal regards,

Yours sincerely,
A. R. MANN

Dr. C. Horace Hamilton
Department of Rural Sociology
North Carolina State College of Agriculture
Raleigh, N.C.

OCT 4 1944

NC-103

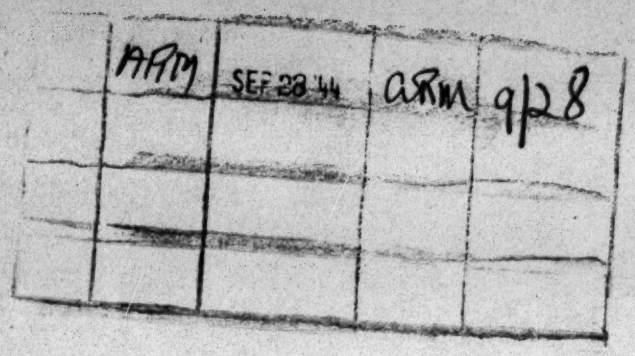
North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF
AGRICULTURE AND FORESTRY
RESEARCH EXTENSION
RESIDENT TEACHING

DEPARTMENT OF
RURAL SOCIOLOGY

September 26, 1944

16



Dr. A. R. Mann
General Education Board
49 West 49th Street
New York City, 20

Dear Dr. Mann:

I have your letter of September 19. I found it impossible to leave State College last week-end because I had two talks on rural health to make, and besides, it was the opening week of college.

I had seen the wire but merely remembered that you might consider the project this fall. I did not realize that you had actually returned the project statement to Dr. Baver. Unfortunately, we have not been able to secure funds for the project that we had planned. We are, however, making a less extensive survey here in Wake county.

We do need your cooperation in a broader program of Rural Sociology in North Carolina. At the first opportunity, I want to discuss with you some of our long time plans. Particularly, we are thinking about some study in the field of rural industrialization.

It will probably be impossible for me to leave Raleigh for several weeks. I am busy now completing our rural health committee report and in preparing the statistical section of the report of the Governor's Commission on medical and hospital services.

Best Wishes, I am

Cordially yours,

C. Horace Hamilton

C. Horace Hamilton
Head, Department of Rural Sociology

CHH/rsv

OCT 4 1944

September 28, 1944

My dear Dr. Hamilton:

In response to your letter of September 26th I am writing to say that I shall be glad to talk with you at the first opportunity concerning your plans and interests. I am making note of your request so as to look you up the next time I am in Raleigh. In the meanwhile, if you have occasion to come to New York I hope you will call at our offices.

With personal greetings,

Yours sincerely,
A. R. MANN

Dr. C. Horace Hamilton
Department of Rural Sociology
North Carolina State College of Agriculture
Raleigh, N.C.

FORM 198 (Original in 950, Univ. of N. C. - Agricultural Research Program)

NC-103

INTERVIEWS: ARM

Dr. L. D. Baver
North Carolina State College
of Agriculture
Raleigh, North Carolina

At Chicago - Oct. 23, 1944

LDB referred to previous conferences regarding nutrition research. The Station is now going forward. Dr. L. A. Maynard has agreed to place a man on LDB's staff to work on a project in the area of soil-plant-animal nutrition. He will work in both North Carolina and in Ithaca. The project has not been finally formulated as it is not expected to proceed until some scientific personnel are released from the war. Dr. Peterson, now on the Station staff in nutrition, will collaborate with the new appointee. LDB stated he wanted to keep in touch with the Board in this development and would probably wish to request assistance as the project develops.

FORM 100

JUN 11 1945

NC-103

JD	APR 21 '45	
FMR	MAY 21 '45	
WWB	MAY 22 '45	
FMc	MAY 23 '45	

INTERVIEWS: ARM

Dr. I. O. Schaub
Director of Extension Service
North Carolina State College
Raleigh, N. C.

At Raleigh - May 2,1945

IOS is now giving his full time to the Extension Service.

Recently at the request of the National Cotton Council IOS made a comprehensive survey of extension work in cotton in all of the states and in the U. S. Department of Agriculture. This complements a survey on research in cotton by Dr. F. J. Welch of Mississippi. IOS found the equivalent of twenty full-time extension men in all fields related to cotton and in all of the states and the Federal Government. The conclusion is reached that there is a marked shortage of extension personnel. Some states give only a fractional service of a person to the cotton industries. The Cotton Council has indicated its readiness to appropriate money to the states or otherwise in order to remove the more serious weaknesses in the service of the colleges to cotton farmers.

IOS reported that Mr. H. R. Tolley of the U.S.D.A. has had a committee at work on alternative plans for federal aid to the cotton industry. This includes the possibilities of increased development of industries which use cotton and possibly other raw materials of agriculture. It points toward further industrial development. It may also include alternative means of applying federal subsidies.

A. B. M.

HvW HvW NC-103

JUN 12 1945

JD	MAR 21 '45	
WWB	MAY 21 '45	
FMR	MAY 22 '45	
FMc	MAY 23 '45	

INTERVIEWS: ARM

HED JUN 11 '45 HED

Dr. L. D. Baver, Director
Experiment Station and Dean of Instruction,
North Carolina State College of Agriculture and Engineering,
Raleigh, North Carolina.

At Raleigh - May 2, 1945

1. A year ago LDB was placed in charge of the teaching program in addition to his responsibilities with the Experiment Station. Dean I. O. Schaub is now limited to the Extension Service. C. F. Bostian, of the teaching staff in poultry husbandry, has been appointed assistant director of instruction.

2. Proposed studies of southern agricultural economy. The Southern Experiment Station Directors have for nearly a year been considering problems connected with the adjustment of agriculture in the South, including alternatives to cotton. They learn now that six or eight different groups have plans for extensive studies of southern agriculture. They are concerned both about unnecessary demands as a result of many unrelated studies and with fear that among them will be persons quite unfamiliar with southern agriculture presenting recommendations which might possibly carry considerable influence. The Directors appointed a committee consisting of Clarence Dorman (Chairman), L. E. Hawkins of Oklahoma, and LDB, to consider the whole problem to see whether these studies might not in some way be coordinated or a single study undertaken. The need is to get at the very heart of essential readjustments in southern agriculture. There is involved a careful summary of existing knowledge and research, and the determination of any additional facts needed in order to reach sound conclusions. This involves a rather comprehensive analysis of both the human and the natural resources in agriculture. Underneath it is the need for a careful appraisal of all of the lands in farms and their best economic uses. The national programs in cotton accentuate the need for a more intelligent program for agriculture. Adequate information is not now available as to economic alternatives to cotton and until such information is available adjustment programs will be faulty. When the programs have been developed they should be carried out to farmers with a view to demonstrating their desirability. CD will take up this whole matter with the GEB at the instance of the Committee of Directors.

3. Progress in strengthening the College:

a) Dairy husbandry. Professor J. H. Hilton from Purdue has been appointed head of the Department of Animal Husbandry and is bringing Professor Waugh with him. Within this Department is a Division of Dairy Industry of which R. H. Ruffner is the present head. He is nearing retirement. To succeed him LDB has in mind D. W. Colvard, Supt. of the Mountain Branch Station at Swannanoa. Colvard took master's degree under Eckles. He is a man of sound judgment, highly respected in the State, and has a major interest in research. His responsibility at Raleigh would lie in the field of dairy production, including applied feeding and breeding, depending upon fundamental work done by other divisions in genetics and nutrition. He seems to be a natural for this job. It would be essential, however, for him to complete his studies for the doctorate. It is desired to have him go to

Purdue University, where there is a good setup combining dairy production with economic and sociological studies which is the combination here desired. H. W. Odum had also spoken to ARM regarding Colvard and it is probable that LDB and Odum will sponsor a fellowship recommendation for him.

The dairymen have been much interested in strengthening the services of the Experiment Station. As a result of their efforts the State has made available $120,000, much of which will go toward work in dairy chemistry, dairy bacteriology, dairy technology, and instruction. A dairy chemist and a bacteriologist are to be added. These additions together with the foregoing appointments and plan will put the Department of Animal Husbandry into a strong position.

b) Genetics. In recent years this program has been consistently strengthened. With Bostian in poultry genetics, Comstock in animal genetics assisted by Stewart, a strong basis in animal genetics has been laid. . E. Glazener, a graduate of the College, is now studying under M. A. Jull at the University of Maryland. He had a nearly straight A in undergraduate and graduate work. LDB wants to carry him on believing he will become a poultry geneticist of top rank. He may seek fellowship assistance. On the plant side LDB considers he has excellent ability in Dr.P. H. Harvey in corn genetics, Dr. W. C. Gregory, who studied at Blandy in peanut breeding, and Dr. P. W. Smith in cyto-genetics. There is also Dr. Thomas Kerr, a cotton geneticist and physiologist, a cooperative employee with the U.S.D.A. LDB feels he is developing a top-flight group.

c) Bio-chemistry: Funds have been provided for the appointment of a plant bio-chemist and for the development of a spectroscopic laboratory for work on minor elements. The work in dairy chemistry, particularly in colloidal fields, will tie in with this setup. Men having excellent training in bio-chemistry are already attached to agronomy, horticulture, and one or two other departments. A strong development in bio-chemistry is desired in order to buttress the graduate program, since fundamental work in chemistry is developed primarily at the University.

d) Plant physiology. Dr. D. B. Anderson is definitely superior and is doing outstanding work. John Couch at the University made a similar statement concerning him to ARM.

e) Nutrition. Dr. W. J. Peterson, in animal nutrition, "has taken bhe South by storm." Minnesota is now trying to interest him. LDB has completed arrangements with Dr. Maynard of the National Nutrition

Laboratory for cooperative research and one of Maynard's men is now in residence in the State. He will work at a new branch station at Plymouth, in Washington County, where the nutrition problems are greatest. On chemical examination some of the soils in this area show no phosphorous and the calcium content is low. Studies will first be made with respect to these major elements to be followed later by studies of the minor elements.

f) Plant pathology. Dr. James H. Jensen, Ph.D. Wisconsin, later a fellow on virus diseases at the Rockefeller Institute and more recently on the staff of the University of Nebraska, hasbeen appointed to head up the work in pathology. This is the beginning of a plan to definitely strengthen this field. LDB feels that he has three or four other competent persons in pathology, including D. E. Ellis working on vegetable diseases, and Dr. Clayton on fruit diseases. He is looking for an additional person to work on the fundamentals of plant diseases without specific reference to particular disease controls. He wants also to add a strong man in nematology.

Many of the strong personnel have been added within the past four years in a consistent plan to strengthen all of the major fields of the Experiment Station and collaterally of teaching.

AHM

NC-103

REPORT ON A VISIT TO SOUTHERN INSTITUTIONS

February-March, 1946

by Robert D. Calkins

7. North Carolina State College.

At North Carolina State College I talked with Dean Metcalf, the other deans being absent. He gave me a brief review of the activities of the college. Low salaries were emphasized as a major problem in attracting and holding capable professors. He was unable to offer much information on the Engineering Foundation. It has been set up to undertake engineering research for business and other clients. Apparently it receives modest donations. The inadequate information I could obtain concerning it affords no basis for appraisal.

The Textile Institute at North Carolina State impressed me considerably. Some years ago an alumnus, Mr. Carter of Carter Mills of Greensboro, raised $100,000 with which to supplement salaries in the College and to finance research in textiles. Subsequently grants were raised from the industry and the State for the present modern building and its equipment. The Institute is directed by Dean Campbell with whom I talked at length. The program is to train students for various types of careers in the textile industry. There are about 400 students now in the program and facilities are limiting the enrollment. Some of the instruction is at about the trade school level, but some of it is of a higher order. A second function of the program is to conduct research for the industry. I gathered the impression that a good deal of practical research is carried on. The research deals with technical, chemical and management problems. Dean Campbell seemed to be vigorous, enterprising and imaginative. He has had considerable research experience in governmental and industrial agencies. He spoke of improvements made in the faculty and specifically of a leading investigator from Lancashire who has recently been added to the staff.

NC-103

Preliminary Report by Robert D. Calkins

Feb. - March, 1946

North Carolina State College

At North Carolina State College I found Chancellor Harrelson and Dean Lampe away. Dean Metcalf generously discussed the work of the institution with me. The college operates a number of Institutes designed to carry on research and/to facilitate research. These institutes include the Dairy Research Foundation, the Agricultural Research Foundation, the Engineering Research Foundation, and the Textile Foundation. These foundations were

organized to raise funds and to carry on research or to assist in doing so.

No one was available with whom I could discuss the Engineering Foundation. It seeks to raise funds to supplement salaries provided by the State and to do research needed in the state, or, I was told, for clients who pay for the work done.

I did discuss the Textile Foundation with its Dean, M.E. Campbell. The modern building which houses this foundation I had noticed from the highway and I immediately determined to investigate what seemed like a modern and prosperous institution. Upon learning that it was part of the college, I made arrangements to visit it.

North Carolina State College has had a school of textiles for 47 years. It is one of 10 schools (including Lowell) designed to train undergraduate students for the textile industry. At North Carolina State the program covers two years, following two years of basic work in science and arts courses, and leads to the B.S. degree. The program was expanded several years ago after Mr. W. J. Carter, President of Carter Fabrics, of Greensboro, and a graduate of N.C.S., set out to raise funds with which to supplement professorial salaries so that a better qualified faculty could be attracted and held. They have raised $750,000 to date, I was told, and aspire to $1,000,000. Expenditures are made out of income and annual grants. The State provided the building and much of the equipment. The industry cooperates generously. The school now has over 400 students enrolled and is badly in need of space and equipment for expansion. A considerable amount of research is carried on under the direction of Dr. Pierce and with the aid of his staff and students. Dean Campbell impressed

me as a very alert and able person who will seek talent wherever he can find it. An Australian, reported to be a leading British authority on textile research, has just been appointed. Dean Campbell explained that the several foundations at N.C.S. were organized and operated on the same general pattern.

APR 28 1947

NC-103

COOPERATIVE EXTENSION WORK

IN

AGRICULTURE AND HOME ECONOMICS

STATE OF NORTH CAROLINA

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING, NORTH CAROLINA COUNTIES AND UNITED STATES DEPARTMENT OF AGRICULTURE COOPERATING

EXTENSION SERVICE

COUNTY AGENT WORK

	RBF	APR 23 '47	DBF	
	RDC	APR 23 '47	XXC	4/25
	WCW		MMD	

April 21, 1947
Monroe, N. C.

Mr. Raymond B. Fosdick
49 W. 49th St.
New York, N. Y.

Dear Mr. Fosdick:

For a number of years I have been trying to establish some type of financial assistance for traveling or visiting educational tours and trips of poultry people from this area. As you realize, the agricultural people in this area are not financially able to make the visits to distant experimental farms, professional breeding farms, marketing areas, expositions in the field of poultry, which is one of the best methods of educational work for poultry producers.

Is it possible that the Rockefeller Foundation could set up a fund that we would have approximately $2,000.00 a year for a period of five years for the purpose of supporting this enterprise? My personal interest is that I am assistant county agent in charge of poultry work in this county and I would like for this system to be started here, and I am asking that you people give this serious consideration. This project for poultry education, I believe, if it is once started, would continue for the benefit of our area, therefore, I would be more than delighted to come to the office and go over in detail the principle and thinking that I am trying to foster. I have been in this work for approximately 15 years and have given it quite a lot of consideration, although I have never been able yet to contact anyone that would be interested enough in our welfare to attempt to set up a thing of this principle.

I would appreciate your reaction, your thinking, and your consideration.

Very sincerely yours,

N. B. Nicholson
Ass't. County Agent
In Charge of Poultry

NBN:lk

FORM 624

APR 28 1947

WWB		
Mail FMC	APR 5 '47	FMC
FMB	APR 28 '47	
LKED	APR 28 '47	

HMP APR 28 '47

April 25, 1947

Dear Mr. Nicholson:

This is to acknowledge your letter of April twenty-first to Mr. Fosdick who is out of the country at present.

Your inquiry about possible support for a travel program that would permit poultry people in your area to visit distant farms in order to study methods of educational work for poultry producers will be brought to the attention of the officers of the Board at the first opportunity.

Sincerely yours,

ROBERT D. CALKINS

Mr. N. B. Nicholson, Assistant County
Agent in Charge of Poultry
Extension Service
Monroe , North Carolina

JUN 10 1947

D JUM Jum

June 10, 1947

My dear Mr. Nicholson:

The project submitted by you recently for Board aid looking toward improvements in poultry breeding has had the careful consideration of the Board's officers. I regret to advise that they were unable to act favorably on your request.

Sincerely yours,

W. W. BRIERLEY

Mr. N. B. Nicholson
Assistant County Agent
Extension Service
Monroe, North Carolina

WWB:jum

NC-103

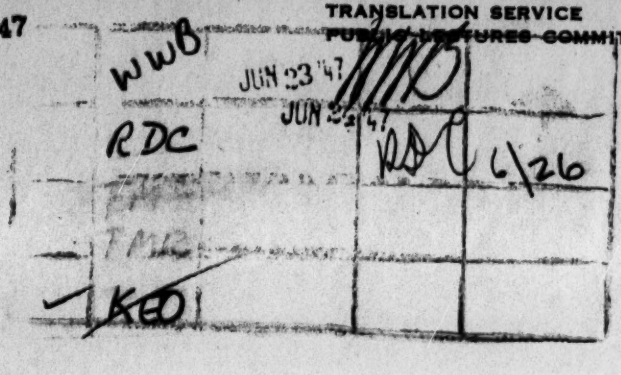
OCT - 7 1947

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

BASIC DIVISION OF THE COLLEGE
DEPARTMENT OF MODERN LANGUAGES

June 20, 1947

TRANSLATION SERVICE
PUBLIC LECTURES COMMITTEE



General Education Board
49 W. 49th Street
New York, N. Y.

Dear Sirs:

In my recent conversation with my friends, the question of a simple vocabulary or at least a simple collection of pivotal concepts in the anthropological and sociological fields arose as a pressing need which would have to be determined only after adequate research. From a linguistic point of view, this appears quite interesting, and as a linguist, I should like to undertake this research. I have consulted with the sociologists and anthropologists of the Greater University of North Carolina, and they are willing to guide me in the choice of concept expressed in English. They are quite glad to have some research done to aid them in their studies later.

I am enclosing a copy of the project as approved by the committee and drawn up in accordance with their idea.

I hope that you will give this application serious consideration, and I will be glad to answer any further questions.

Sincerely yours,
Stanley Ballenger

S. T. Ballenger
Associate Professor
Department of Modern Languages

STB:bl

OCT - 7 1947

A SEMANTICALLY DETERMINED SPANISH VOCABULARY FOR THE SOCIAL SCIENCES

Objective: To try to determine a common pivotal vocabulary in Spanish for the fields of Anthropology and Sociology through a semasiology count of a pivotal concept vocabulary in English in these fields in Spanish journals and periodicals as appear in Latin America. It is hoped that there can be selected a common simplified vocabulary for Spanish, since these nations do not seem to have formulated anything in common for these fields as yet. Such a common vocabulary would be of inestimable help in said sciences in making the concepts available to all readers without the necessity of constant semasiological aids and interpretations.

Arising from the above project there may develop a further piece of research in the morphological phenomena of each publication, which would show the national trends of linguistic differentiation. The survey will try to determine the national differences and explain cause and effect where possible, list the differences in any event.

Technique: List and purchase as many as possible of the journals both privately and governmentally distributed in the two fields, with at least four copies in case the issue is less than four a year, otherwise a year's subscription.

Determine the list of pivotal concepts from such texts and define the words in English under the supervision and with the cooperation of sociologists and anthropologists.

Read such sociological and anthropological texts that have been written in English and then translated into Spanish, in order to obtain an elementary working list of pivotal concepts in Spanish.

This list can be checked by Latin American students in residence for genuineness of the Spanish.

Establish order number for these pivotal concepts and list occurrences of said terms in the literature with simple variants therefrom. List wider variants to listed order and tab with a letter, viz., 1c, 15k, etc.

After the semasiological count has been made into a quasi morphological count, sift the common elements and recommend the common form for each order number, as the logical vocabulary in use. It is hoped that publication of the results in an international journal or journals in the sciences will facilitate discussion and adoption of this vocabulary.

Requirements: The English-Spanish textual couplets; copies of the journals; a dictionary of philosophical terminology for Latin America; 4 x 6 cards and files. In the final stage, stenographic help for transcribing notes and giving final form to final report.

Budget:

Journals	$700.00
Materials	350.00 +
Stenographic help	450.00
	$1500.00

+ Texts, dictionary, cards and filing cabinets are included here.

Committee: The following committee has kindly agreed to act in an advisory capacity to define concepts and help otherwise in the technical work, either as active anthropologists, sociologists, or linguists.

Dr. John L. Gillin, Jr., Univ. N.C.
Dr. Sanford Winston, N. C. State College
Dr. Horace Hamilton, N. C. State College
Dr. S. C. Mayo, N. C. State College
Dr. L. E. Hinkle, N. C. State College

Research completed to date:

Survey of the periodical publication lists in the D. H. Hill Library to determine list of journals available- 57. Lists of texts to be purchased determined.

Technique for the morphological study will be the same as for semasiological count. Additional material needed will be cards and stenographic help in latter stages.

I have made a morphological count of scientific journals in the Latin American literature in 1936-38 to determine at what level Spanish of the scientific fields can be taught in college. The results appeared in Hispania in the Spring issue under the title: SCIENTIFIC SPANISH CAN BE TAUGHT IN TECHNICAL COLLEGES IN THE SECOND SCHOLASTIC YEAR.+

+(Under research fund 315 of North Carolina State College.)

S. T. Ballenger
Assoc.Prof. Modern Languages
N. C. State College
Raleigh, N. C.

OCT - 7 1947

June 26, 1947

Dear Mr. Ballenger:

I should like to acknowledge your letter of June twentieth in which you request assistance for a study of concepts in Spanish for the fields of anthropology and sociology.

Your request will be brought to the attention of the officers for consideration in due course.

Sincerely yours,

ROBERT D. CALKINS

Professor S. J. Ballenger
Department of Modern Languages
North Carolina State College of
Agriculture and Engineering
Raleigh, North Carolina

RC-103-

INTER-OFFICE CORRESPONDENCE

OCT - 7 1947

FROM: JM

DATE: June 27, 1947

TO: RDC

COMMENTS:

SUBJECT: S. T. Ballenger's project for a study of the anthropological and sociological vocabulary in Spanish

As I told you yesterday, I believe there is a job of this kind to be done. Some anthropologist friend of mine at any rate talked with me about it once, saying that anthropological work in Latin America was complicated by lack of agreement on the meaning of "pivotal" terms. I am hardly competent to have a real opinion, but I would record my doubt that clarification could be reached by linguistic analysis. Rather I should assume that the difficulty arises from lack of clarity in the concepts underlying the use of terms.

To take a key example, one word cited by my anthropologist friend was mestizo, meaning in general a person of mixed race. I do not see that much clarification would be gained by noting, as Ballenger apparently would, the variety of meaning given to this term (i.e., in his semasiological account).

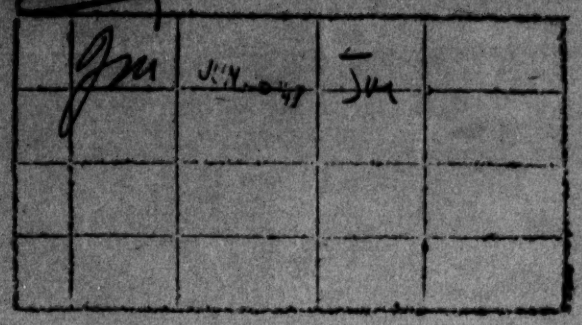
In short, this looks to me like a job for the anthropologists rather than for the linguists.

In any case, I find it hard to see how the project would come within GEB program. Rather it seems to me a technical task which would more properly fall under program in SS or more likely still within the methodological interests of the SSRC.

JM

JM:EHD

FORM 108



6/26

Will you please glance over this and let me have your opinion?

RDT

FORM 108

NC-103

INTERVIEWS: RDC

North Carolina State College
Raleigh, North Carolina

September 27, 1947
-2-

I met Robertson, brother-in-law of President Shepard. He wished to be remembered to FMc. Said S is better.

Dean Baver of N. C. State says that Ratsford is one man they will wish to push this year for GEB fellowship, but he didn't know that R. had applied directly. There will be others.

Ball has had a most profitable visit to Britain and is returning next week. Glowing accounts have come to Baver from Britain of Ball's ability and promise. Baver strongly recommends occasional grants of the sort Ball received.

Baver has been offered position with California-Hawaiian Sugar Association to direct their entire research program in Hawaii. It offers a budget of $1 million a year, presents national problems that appeal to Baver. He hasn't decided what he will do but does not see how he can turn down the offer. He is disturbed for fear the improvements he has built up here may be lost. He says N. C. State is now best in country in botany, agronomy, animal industry, and statistics. They need a new man in forestry next year and hope to build this department to a top position. He expressed the hope that the GEB would help to get this under way as we did in other fields. B says that in competing against Cornell and Ohio State and other schools, he almost always wins man now when equal salaries are offered.

B stresses compensation to get good department heads. That is crux of building up a school: pick good men, give them help, let them do their job. B thinks training men to fit job, as we did Colver for Purdue dairy industry position, is ideal way to aid and to get best results.

ROBERT D. CALKINS

FORM G 24

NC-103

OCT - 7 1947

D JUM Jum

October 3, 1947

My dear Professor Ballenger:

At a recent meeting of the officers of the General Education Board, consideration was given to the request submitted with your letter of June 20th on behalf of the North Carolina State College of Agriculture and Engineering for a contribution of $1,500 for a project "to determine a common pivotal vocabulary in Spanish for the fields of anthropology and sociology through a semasiology count of a pivotal concept vocabulary in English in these fields in Spanish journals and periodicals as appear in Latin America." I am sorry to have to inform you that the project you outline falls outside the present limited program of the Board.

It is with regret that I send you this disappointing reply.

Sincerely yours,

W. W. BRIERLEY

Professor S. T. Ballenger
Department of Modern Languages
North Carolina State College of
Agriculture and Engineering
Raleigh, North Carolina

jum

FORM 105

OCT 24 1947

INTERVIEWS: RDC

WMB	OCT 23 '47	WMB
FMc	OCT 23 '47	FMc
FMR		FMR
	OCT 23 '47	

New York, New York
October 15, 1947

Leslie Cheek

RC-103

LC was introduced by DHS. He is being considered for a position as head of a school of architecture and landscape design at North Carolina State College. Dean Baver and Dean Lampe of the Engineering School have formulated a project to establish a school of architecture and landscape design at Raleigh. LC was doubtful whether there existed on the campus at Raleigh adequate cultural training to found a first-rate school. He sees great prospects for such a school in North Carolina, particularly if it is integrated with the whole university system and comprehends not only architecture and landscape design, but also industrial and textile design. He thinks a survey should be made initially to determine what is the best organization for such a school and to determine the relationships it should have to the various parts of the university. He wished to get this idea of an initial study before the appropriate persons. I suggested that President Graham was the logical person to consider the matter.

LC is the former editor of architectural design for "House Beautiful." He impresses one as an able man. He is the son-in-law of Douglas Freeman and comes originally from Tennessee.

He inquired whether there was any possibility of establishing such a school at the University of Virginia. I could give him no information but indicated that President Darden probably had more pressing problems immediately.

ROBERT D. CALKINS

FORM 199

NOV 14 1947

E1B E1B

WMB		
FMR	NOV 10 47	
KEO		KEO

DC-103

INTERVIEWS: RDC
FMc

October 26, 1947
Raleigh, North Carolina

Dean L. D. Baver
State College of Agriculture and Engineering of the University of North Carolina

LDB has accepted the position as Director of Research for the California-Hawaiian Sugar Growers Association in Hawaii and will leave North Carolina State on January 1. J. H. Hilton, head of Animal Industry, will succeed him as dean and director. R. W. Cummings, head of agronomy, will become associate director in charge of the Experiment Stations. C. H. Bostian will be associate dean. Those men approve of the existing policies and will push on in the direction followed by Baver.

The proposed School of Forestry will be established before LDB leaves. The dean will be chosen and the program pushed before January 1. A proposal for assistance will come to the GEB in December. The School will complement Duke, which emphasizes forestry management, and it will stress wood utilization in all forms but especially the care, handling and treatment of wood for wood products like furniture. There will be a new dean. Several able men are on the staff now: C. Kaufman (from Michigan), Miller (from Yale), Preston, and Weingart.

The projected School of Architecture and Landscape Design is being formed out of the existing Department of Architecture and the existing Department of Landscape Architecture. The former is weak, the latter fairly strong. Anderson and Thulro (?) are young and able. Dean J. H. Lampe and Dean Hilton are in favor of the new school. Several prospective deans have been looked over and a decision will be made shortly. LDB mentioned no help from the GEB.

LDB says two men will be urged for fellowships this year: Ratchford in farm management and Pierce in animal industry. Pierce is even more promising than Ratchford we are told. Pierce could have gone to Maryland, but he wishes a career at North Carolina State.

Wilkening sent in his request without Baver's knowledge. Baver is doubtful of it and wishes to explore the situation. He thinks W can do study in the Experiment Station without a fellowship, although W wishes the greater freedom allowed under a GEB fellowship. LDB will investigate and write us later.

LDB thinks Aul's land tenure studies could be of real value to the South if they are concerned with the real problems of the farmers of the South; e.g., how landlords and tenants could both be encouraged to make better utilization of the land. He thinks too much agricultural economics research is "so what" research. Meanwhile, farmers are making 75% of their income on 25% of their land and not using the other 75% of the land effectively. He thinks

FORM 199

INTERVIEWS: RDC
FMc

WWB		
FMR		

October 26, 1947
Raleigh, North Carolina

Dean L. D. Baver

(continued)

agricultural economics is weak im the South, but he feels agricultural economists are little help in solving the problems of the South. They are deficient in tact and their methods are too inadequate. For these reasons not much can be done on agricultural policy. If someone could develop the methodology by which a sound agricultural policy could be developed it would be a contribution.

LDB knows little of the proposed Brunner study of relations between the Department of Agriculture and the land-grant colleges. He thinks the study is urgently needed for the relations are getting progressively worse, the U.S.D.A. dominating and using the schools for political influence. But the study will not be worth doing unless it is done in the North and Midwest as well as the South, and unless the U.S.D.A. is held to an inactive part in the study.

LDB does not know Dr. D. Gray Miley at Mississippi State or Harland in Lima.

ROBERT D. CALKINS

RDC:dhh

FORM 199

NC-103

JAN 28 1948

INTERVIEWS: RDC

WWB		emR
FMc		FMc
WWB		emR
		RDC

December 31, 1947
New York

Dr. C. Horace Hamilton
Dept. of Rural Sociology
N.C. State College of Agriculture
Raleigh, N.C.

H, a former GEB fellow, now is head of the department of rural sociology. They have a small staff. H would like very much to see a rural sociologist added to the extension staff in order to serve the various regions of the state. He is personally interested in rural health, having studied on hospital administration in Chicago and having served on a number of health committees in N.C.

The State has recently appropriated large sums for a health program primarily for hospitals in rural areas and for the Medical School at UNC. A decision has recently been made to develop the Medical School at Chapel Hill rather than Greensboro. By so doing the school will not qualify for several millions which were available from the Cohn estate on condition that the school be established in Greensboro.

H had no project to submit to the Board at the present time but reports that he may have a request to make from time to time in the future.

Baver's leaving is a great loss. H believes that his successor, head of the animal husbandry department, will give good leadership.

ROBERT D. CALKINS

RDC

RDC.clt

FORM 199

MAR 16 1948

NC-103

INTERVIEWS: RDC

WWB		
FMc		FMc
KEO		KEO
DHH		DHH

February 16, 1948
Raleigh, N.C.

NORTH CAROLINA STATE COLLEGE
Raleigh, N.C.

R. W. Cummings met me in Durham and drove me over to the campus, describing on the way the various activities with which he was familiar. Upon arrival, we discussed with Dean Hilton the two requests before the Board. The request for assistance in the development of work in Soil Science has been given careful consideration by the officers of the institution. They believe they can get the personnel desired if funds are made available. They have no question about the capacity of the institution to take over the program according to schedule if supplementary funds are provided. The department already has Hall, who is engaged in some soil isotope work which is most promising. They have another man by the name of Reid. They need a key man for graduate training and research. They need also an outstanding person in the field of soil microbiology and have in mind for this post a Dr. Newman at Iowa State College, now in the Navy. They would add a man in soil physics for whom they are considering L. E. Richards, or a person like him in a laboratory in Riverside, California; and they would want a soil chemist, possibly a person like C. E. Marshall. Plans are already afoot for the construction of a new agronomy building and when this is completed they will have the physical facilities for expanding the work in this field.

In discussing the soil science project, R. W. Cummings and J. H. Hilton agreed that the funds requested for 1947-48 may be omitted from consideration and that the figures for 1948-51 are the sums that will be needed in order to inqugurate the program. This means that the request of the Board is cut from $36,000 to $32,000 and from 4 years to 3 years.

It was generally agreed that the project in forestry could and should await the arrival of Professor Preston. He expects to be on the campus in April to work over the budget for next year, and if at the same time he finds an urgent need for some funds in his program he may communicate with us; otherwise, it would be expected that he would devote his first year to a careful formulation of an appropriate program for the institution to follow. I suggested that it might be well for Professor Preston to visit a number of other laboratories and study what is going on in other regions before he formulates his request. I suggested that they probably had travel funds for such a purpose.

I interviewed Pierce, an applicant for a fellowship here. He is in the field of animal industry and hopes to go to Oklahoma A & M which in his judgment is one of the strongest schools in its field. He has his Master's degree. His thesis was some production factors affecting the marketing of lambs and lamb products. He is spoken of most highly by Dean Hilton and by Cummings. I formed a very favorable impression of him. He has made an excellent record and will occupy eventually a key position in the college.

(more)

INTERVIEWS: RDC

(continued)

I also interviewed J. Paul Leagans who is seeking an extension of his fellowship for one term in order to return to Chicago to complete his dissertation. He has no adequate knowledge of German and this requirement can be waived and probably will be waived if he can return to the institution and pursue additional course work. He would need to take at least two additional courses and he would like to take three additional courses while working on his dissertation. He has completed his oral examinations, needs to gather some data for his dissertation, to write his thesis and to take his final examinations. He would intend to return to Chicago during the September-December term in 1948. The subject of his dissertation is some interests of farming people in N. C. This is intended as a study that deals with the interests of farmers and farming people in relation to the extension service.

Among the other younger people on the staff whom I met were Loveland in forestry, whose special interest is in field cover grasses that are appropriate to the pine woods where cattle can be raised; Jennings in plant pathology; S. G. Lehman who is working on diseases, cotton and soy beans; C. N. Clayton who has been working on fruit diseases, particularly of apples and peaches; D. E. Ellis from L.S.U. who has been concerned with the diseases of vegetable crops.

With Dean Hilton and Dr. Cummings, we visited the animal industry laboratories and there met Colvard who is the new man in charge of this department. Colvard is a former GEB fellow. We also met Colwell who was for a time on the RF Mexican project, and Louvorn in agronomy.

In the afternoon we visited Chancellor Harrelson who had just returned from a trustees meeting. He reported that the trustees had treated the institution well, which was taken to mean that they had been fairly liberal in providing funds for buildings and also (in providing funds for buildings and also) in providing funds for the operating budget. Harrelson spoke enthusiastically of the soil science project and of the forestry proposal. He agreed that the forestry matter might well await the arrival of Preston.

ROBERT D. CALKINS

RDC.clt

FORM 150

mc 103

NOV 1 9 1948

INTERVIEWS: RDC

FMc	NOV 12 '48	FMc
HE		
WWB	NOV 16 '48	WWB
RWJ		RWJ

October 20, 1948
Raleigh, N. C.

Chancellor J. W. Harrelson
N.C. COLLEGE OF A & E

H thanked us for the cooperation the Board has given. He is asking for large increases in appropriations to buildings and operating expenses during the coming year and thinks that the legislature will be fairly generous.

ROBERT D CALKINS

RDC

RDC.clt

NC-103

DATE January 17, 1950

RECEIVED FROM J. H. Parks

SENT TO R. D. Calkins

RELATING TO curriculum at North Carolina State and at University of North Carolina - A Comparison

WILL BE FOUND WITH N. C. 81

FORM 212

FORM 198

NC-103

MAR - 81950

RDC	FEB-3 '50	
EdE	FEB 14 '50	
FMc	FEB 15 '50	
RWJ	MAR-2 '50	
WW	MAR-6 '50	

INTERVIEWS: JHP

February 6, 1950
Raleigh, North Carolina

CLIFFORD K. BECK
Chairman, Physics Department
North Carolina State College

Introductory: CKB was at Oak Ridge for 4½ years. Director of Research for K-25 labs. Took Ph.D. at U. of N. C.; worked on Manhattan Project at Columbia before going to O.R. Is probably still under 40 years of age. He is still

a) Member of 3-man committee charged with review of special hazards at Oak Ridge. Committee: Beck, Booth (Columbia), Greuling (Duke).

b) Member of similar 3-man committee for Hanford. Committee: Beck, Teller, Schreiber.

Departmental background at N. C. State: For years before CKB came to N.C.S. the department of physics was strictly a service department for the various forms of engineering. Throughout its history very few members had held Ph.D. degrees, and very little research work had been done.

Coincident with the outbreak of a significant building and developmental program at N.C.S. a new chairman was sought. CKB went to N.C.S. in September, 1949. He inherited a service staff with small research tradition.

Present situation and contemplated developments:

a) Staff: Five professors, one associate professor, three assistant professors, eight instructors. Three professors have Ph.D. degrees. CKB has authorization for four additional staff members, two at level of professor and two at level of associate or assistant professor, depending upon choice of CKB. Can pay up to $7,500.

CKB will move slowly in his selection; wants excellent young man.

b) Space and equipment: Physics now housed with School of Design and Electrical Engineering. Engineering Research Laboratories now under construction (2,000,000 cubic feet). Should be ready by September, 1950. Physics (under Engineering at N.C.S.) will have research space in new building. New E. E. building, now contemplated, will permit expansion into some space now used by E.E. Removal of portions of School of Design to another building will provide additional space. Building now used by Bureau of Mines will likely be appropriated for the nuclear reactor planned by CKB.

c) Program: Emphasis will be on nuclear engineering and solid state physics. CKB says U. of N. C. at Chapel Hill will emphasize cosmic rays, infra-red, and bio-physics (confirmed 2/7/50 by Paul Shearin, Chairman, Physics, U. N. C.), and that Duke will emphasize micro-wave, infra-red, and fundamental nuclear studies. Joint colloquium, N.C.S.,

U.N.C., and Duke, meets once each two weeks.

CKB states he has no Ph.D. program in physics or engineering physics at present. Will await completed staff and facilities. Hopes eventually to have fifteen Ph.D. candidates, five emerging each year on the average.

CKB states that recent Ph.D. programs at N.C.S. are in: chemical engineering, ceramics, electrical engineering.

d) Institution (general): $600,000 building for mechanical engineering approved; $2,000,000 for library approved.

e) Special feature: CKB plans the first university curriculum in nuclear engineering. Plans include a 5 kw. reactor. Atomic Energy Commission believed to favor. No resistance encountered in lower echelons. Cost, exclusive of building and accessories, $100,000; to be financed by N.C.S.

Project has approval of: School of Agriculture (N.C.S.); Jensen (plant pathology, N.C.S.); Duke nuclear staff; Schoenborn (chemical engineering, N.C.S.); Radiochemistry lab. of U. of N. C. CKB says Gertrude Cox and statistics group will be most helpful in planning and interpreting "counting" experiments and data.

States that he plans to add to staff a pile expert from O. R., and that this man together with Beck, Greuling (Duke), Nordheim (Duke), and Newsom (Duke) would constitute a top-flight supervisory committee for the reactor.

CKB hears that A.E.C. commissioned North American Aviation to investigate suitable design of a 200 kw. reactor for use in universities; that the report has been made; that the estimated cost is $650,000; that the A.E.C. has made no decision on policy relating thereto. Thinks A.E.C. will likely use his 5 kw. reactor as a pilot operation for study of policy.

CKB hears that Carbide and Carbon Chemical Company will shortly initiate a training program for engineers at X-10, Oak Ridge. This program, unlike other educational programs at O.R., will likely not channel through the Oak Ridge Institute of Nuclear Studies.

Impressions (JHP): Vitality and confidence and progress are apparent at N.C.S. Dean Lampe (Engineering) within four years had changed heads of eight of his eleven departments, and five of the new heads are under forty years of age (CKB).

JHP:EAB

FORM 198

NC-103

MAR - 61950

INTERVIEWS: JHP

RDC	FEB-2'50	
EdE	FEB10'50	
FMc	FEB14'50	
RWJ	MAR-2'50	

February 6, 1950
Raleigh, North Carolina

MR. NOWICKI
School of Design
North Carolina State College

Subject: Industrial Design

Dean Kamphoefner (School of Design) not available because of American Institute of Architects meeting at U. of N. C. Mr. N. states many N.C.S. exhibits are in Chapel Hill for meeting. JHP to go to Chapel Hill in afternoon.

N. states structure is as follows: School of Design embraces 1) architecture, 2) landscape architecture, and 3) a projected Industrial Design Department. At present courses for sophomores are offered in Furniture and Fabric design. Hopes to include "Product" design on par with Furniture and Fabric design in new department. States Product design is term used to cover general theme - refrigerators, fountain pens, etc., etc.

States present course in furniture design culminates after a beginning study of primitive huts, through small community needs of the present (including group housing projects, parks, etc.), to individual small houses, to internal furniture needs.

States social science departments, particularly sociology, contribute to the course.

N. states need for additional space is acute. Temporary wooden barrack-like buildings being used for overflow. JHP noted, however, that such space as was available appeared well-kept and efficiently used. (N. states that once each month he goes to New York City for consultation regarding the United Nations building).

N. states U. of N. C. has a Graduate Planning School based primarily upon the disciplines of sociology and economics, but that several graduates in architecture have recently registered in the program. Jack Parker in charge at U. of N. C.

JHP went to Chapel Hill in early afternoon. Saw exhibits of design, of non-traditional plans for small houses, large houses, schools, and hospitals. Exhibit consisted of such sketches placed on walls surrounding meeting room of A.I.A. in Person Hall. A.I.A. not in session while there.

Although fabric design appeared in conversation, there was no evidence of exhibits of same.

It is apparent that Industrial Design is still in the planning stage at N.S.C. except for the introductory sophomore course.

JHP:EAB

(Original in N C 81)
FEB 1 41950

NC-103

February 6, 1950
Chapel Hill, North Carolina

RDC

JHP EdE

FMc

RMJ

PAUL SHEARIN, Chairman, Physics
University of North Carolina

PS confirmed emphases in physics program as related by C. K. Beck of North Carolina State earlier. Says he has a staff of eight (assistant professors or higher), and four instructors. Has 44 graduate students. At least one-half of these should obtain Ph.D. eventually. Average rate of output of eight per year contemplated.

When asked about output of other institutions PS stated Washington University output this year will be 17; that the University of California may reach 50-60; that M.I.T. may reach 20-25. Said demand was relaxing.

Emphases: Cosmic rays, Infra-red, bio-physics.

PS says Beck's proposed reactor at North Carolina State would be of value to Medical School at U. of N. C., particularly as a source of short-lived isotopes.

JHP:EAB

FORM 138

FEB 27 1950

NC-103

RDC	FEB-9'50	RDC
EdE	FEB10'50	EdE
FMc	FEB14'50	EAB
RWJ FMc	FEB15'50	RWJ

INTERVIEWS: JHP

February 6, 1950
Raleigh, North Carolina

Luncheon with
C. K. BECK, Chairman, Physics
J. H. LAMPE, Dean, Engineering
E. M. SCHOENBORN, Chemical Engineering
W. G. VAN NOTE, Director, Engineering Research Department
North Carolina State College

Lampe states new Engineering Research Laboratory, now under construction, is an outgrowth of a conventional research institute. However, policy at N.C.S. is now to undertake only those outside contracts which bear relation to the educational program. Will use Lab. at least 50% for research which departments would undertake if there were no outside contracts. Support divided 50% State of North Carolina, 50% contracts.

Lampe states he concedes to no engineering school (M.I.T. or otherwise) a better instructional job at the undergraduate level. Realizes N.C.S. is far behind institutions of the M.I.T. type in graduate studies and research. At the moment Lampe is more concerned about blending education and research at advanced levels on a basis of quality than about an extension of multiphases comparable to M.I.T.

Impressions: (JHP) Lampe appears to know what he wants to do, and to feel a sense of continuing, advancing accomplishment. He was very enthusiastic about the organic aspects of the administrative echelon structure at N.C.S., and about the cooperation at various levels.

JHP:EAB

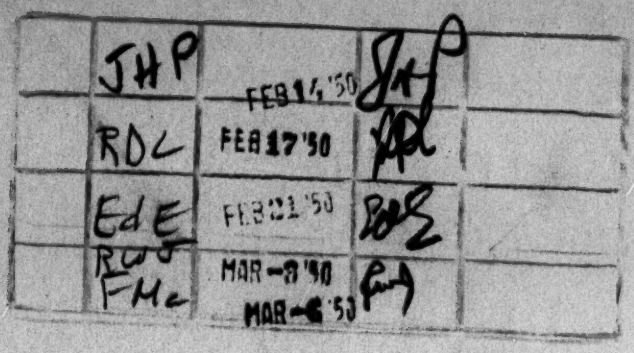
MAR 23 1950

7C103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

PHYSICS DEPARTMENT

February 10, 1950



Dr. J. H. Purks, Jr.
% General Education Board
49 West 49th Street
New York, New York

Dear Dr. Purks:

It was a pleasure to have you visit us earlier this week in Raleigh. I hope you will plan to stop in to say hello anytime you happen to be in this neighborhood.

The bulletin I mentioned to you containing a brief summary of our present and prospective situation is enclosed.

Best wishes in your new work.

Sincerely yours,

Clifford K. Beck

Clifford K. Beck, Head
Department of Physics

CKB:met

Enclosure

FORM G 24

MAR 23 1950

February 17, 1950

Dear Cliff:

Thank you very much for sending me a copy of the bulletin describing your projected developments in physics.

It was a pleasure to be with you recently. I want to thank you for your kindness, and for your interest in assisting me to get to Chapel Hill.

With best wishes,

Sincerely yours,

J. H. PURKS, JR.

Dr. Clifford K. Beck, Head
Department of Physics
North Carolina State College
of Agriculture and Engineering
Raleigh, North Carolina

JHP:eab

STATUS AND PROSPECTUS OF N. C. STATE COLLEGE PHYSICS DEPARTMENT

NC103

IN FEBRUARY, 1950

MAR 23 1950

The Greater University of North Carolina is composed of three units: The Woman's College at Greensboro, The University of North Carolina at Chapel Hill, and North Carolina State College of Agriculture and Engineering at Raleigh. At State College the emphasis is on the technological and applied type of research and instruction. It is obvious, however, that much basic and fundamental instruction and research must accompany the efforts spent in gaining and importing knowledge and proficiency in the various technical fields.

About four years ago, as a result of a variety of factors, a deliberate and continuing program was initiated to raise the level of faculty ability and training and to extend the curriculum at State College to meet the rapidly growing demands of the vigorously expanding industries of the State for more highly trained graduates in the technical professions. This accelerated program was particularly evident in the Engineering School, of which the Physics Department is a part. Since the initiation of the program, the Engineering School has brought to the campus many new faculty members, has secured approval of programs leading to Ph.D. degrees in Chemical, Ceramic, and Electrical Engineering, and has launched a building program involving to date, in various stages of completion, an Engineering Research Building (about two million cubic feet), a Mechanical Engineering Building, an Electrical Engineering Building, two additional floors on the Civil Engineering and complete renovation and major expansion of the space allocated to Physics.

For a number of years preceding the present one, and particularly during the war years, the major effort of the Physics Department was directed toward teaching of physics, largely at the Sophomore level. It was recognized however, that physics as one of the foundation sciences upon which most branches of engineering heavily rest, would of necessity have to be expanded in curriculum, enriched in highly trained faculty, broadened in research paticipation and generously endowed with apparatus in order to discharge its responsibility of service to the other departments. A program to achieve these requisite advancements was launched in September 1949. Plans for reorganization of the curriculum have been made; additions to the faculty are in the process of fulfillment; architect's plans for renovation and expansion are nearing completion; and $50,000 worth of new equipment is being delivered, and research projects are being initiated.

STAFF:

Professors: Clifford Beck, Head; C. M. Heck (Emeritus), J. S. Meares, F. W. Lancaster, A. C. Monius, R. H. Snyder, _____ (open).

Associate Professors: P. F. Stainback, _____ (open), _____ (open).

Assistant Professors: Arthur Waltner, J. T. Lynn, E. J. Brown, _____ (open).

Instructors: W. G. Bonick, G. W. Crawford, A. K. Darby, (Mrs.) Minnie C. Harris, R. T. Hunt, H. L. Morrison, W. A. Parker, J. R. Patterson, R. M. Harding (part-time).

Shop Technician: W. B. Griffin.

Secretary: Eloise Thomas, Mrs. A. J. L. Moritz, (part-time).

CURRICULAE:

The chief efforts of the Physics Department will be devoted to instruction and research activities in the two general fields of Nuclear Technology and Engineering and of Solid State Physics. These fields are not emphasized by the Physics Department of any other college or university in the State, hence competion and duplication of effort is avoided and two new areas of study are opened to interested students. These fields also are strongly supplementary to the interests of other departments at State College. Hence the choice.

At present, four degrees may be granted by the Physics Department: An Engineering Physics Degree (upon completion of the first-year graduate study), Master of Science

in Engineering Physics, Bachelor of Science in Nuclear Engineering, a Nuclear Engineering Degree (upon completion of first-year graduate study). Opportunity to work for additional degrees will be provided as rapidly as facilities and personnel are organized to carry the load. It is the hope and aim of the dpeartment to be in position to offer work at the Ph.D. level within the near future.

The individual courses offered by the Physics Department fall into five categories:

1. The basic foundation physics courses:
   201, 202, 203 General Physics for Sophomores.
   Intermediate Physics I, II covering the Junior and Senior years.
   501, 502, 503 General Advanced Physics (five classes/wk)

2. The Nuclear Technology sequence: (Beginning in middle of Junior year)
   Modern Physics, Nuclear Engineering, Nuclear Physics, Nuclear Instrumentation, Radioactive Tracer Technology, Health Physics, Elementary Reactor Theory.

3. The "solid" sequence:
   X-Ray Theory, X-Ray Practice, Solids and Crystallography, Solid State I, Solid State II.

4. Miscellaneous undergraduate "service" courses, required by other departments.

5. A series of graduate courses intended to form the foundation of the eventual Ph.D. program as well as to provide a good selection for current graduate students in this and other departments.

A complete list and description of Physics courses and a diagram of possible course sequences are attached hereto as Appendix A.

A number of courses relevant to the Physics curricula and sometimes offered by physics departments, are available in other departments to physics students at State, e.g., Electronics (E. E.), and Thermodynamics (Ch.E. and M. E.). Additional relevant courses offered by other departments are: Micro & Trace Chemistry (with emphasis on Fission Products) (Chem.); Biological and Chemical Effects of Radiation (Zool.); Medical and Biological Applications of Tracers (Bot.); Handling of Radioactive Chemicals and Disposal of Radioactive Wastes (Ch.E.) Radiochemical Tracer Techniques (Chem.)

SPACE:

At present, physics space comprises about 14,000 square feet of area in Daniels Hall. Architectural plans are nearing completion and construction will be completed in the Summer term (1950) for renovation and expansion of Physics space in Daniels Hall (20,000 sq. ft.). The remainder of the third floor and all of the fourth floor will be added to physics, mostly as advanced laboratories and research rooms. In addition, three laboratories, comprising nine or so rooms, in the New Engineering Research Building have been assigned to Physics activities.

A tabulation of Present (1949-50) space, and that anticipated for next year (1950-51) is attached hereto as Appendix B.

EQUIPMENT:

About two thirds of the allocation for new equipment has been spent. Major items purchased to date, and in process of purchase, include a Leitz Ortholux Microscope (for studying nucelar tracks in photographic emulsions), a complete Perkin-Elmer Infrared recording spectrograph, a precision refractometer, a research polarimeter, a Knorr-Albers microdensitometer, a quartz prism emission spectrograph, ten assorted radioactivity detectors, scalers, counters; an RCA electron microscope,+

+ Purchased by Engineering Research but assigned to Physics supervision.

a complete NORELCO X-Ray diffraction - Geiger spectrometer outfit (a G.E. XRD 3 X-Ray diffraction outfit, one 140 KVA and one 240 KVA X-Ray radiography units are already on hand); mounts for two 12" telescopes, and the usual assortment of apparatus for advanced laboratories in Electricity & Magnetism, Photography, Optics, Heat, Mechanics, Radioactivity, X-Ray Radiography and diffraction, spectroscopy, and electron microscopy; Hand and machine tools such as lathes, milling machine, band saw, scroll saw, etc., to completely equip a small but flexible machine shop for the department have also been purchased.

RESEARCH:

A number of research projects have been started, others in the planning stage. Now receiving active attention are the following:

(a) Building of a strong neutron source by use of the D + D reaction (Waltner, Campen).
(b) Comparison of gross and lattice coefficients of thermal expansion by X-Ray diffraction (Menius, Morgan).
(c) Production of fine metallic powders by gas phase decomposition of volatile metal carbonyls (Beck, Banick).
(d) Heating effects of very high frequencies in very fine wires (Beck, Meyers).
(e) Electrical and X-Ray properties of Electromets (Menius, Morrison).
(f) Thermal convection of fluids in sand beds (Morrison).
(g) Construction of a cloud chamber (Beck, Waltner).
(h) Correlation of static deflection with resonant vibration in string galvanometers (Crawford).
(i) Scanning X-Ray television instrument (Beck).

GRADUATE OPPORTUNITIES:

Several research and teaching assistantships are available in the Physics Department. Each carries an annual stipend of $1200. The teaching assistant is expected to engage in nine hours per week of laboratory or teaching activity. The research assistant spends about sixteen hours/week in directed research activities. Neither may carry more than one-half a regular course-load of graduate study.

APPENDIX

SOPHOMORE	JUNIOR
Basic Physics Courses 201 5 — 202 5 — 203 5 202 — 201 — 202 203 — 203 — 201 General Physics (Eng.)	**Intermediate Physics I** 301 4 Mechanics — 302 4 Heat — 303 4 Sound
Nuclear Technology	407 3 Mod. Phys. — 409 3 Nuc.Eng. 411 3 Nuc.Instr.
Solid State	
Service Courses & Others 211 4 — 212 / 212 4 — 213 / 213 4 General Physics (Textile)	311 3 Lt.&Col.in Ind. — 311 3 Lt.&Col. in Ind.
215 5 — 215 5 — 215 5 General Physics (Agriculture)	327 3 Photo.Tech.
223 3 Astron.& Astro.	322 3 Des.Meto. — 323 3 App.Meto.

MAR 23 1950

NDIX A

SENIOR	GRADUATE
Intermediate Physics II	
401 4 Electricity Mag. 402 4 Optics 403 4	501 5 General 502 5 Advanced Physics 503 5
415 4 N. Phys. 420 4 Rad.Tech. 430 3 E.Reac.Th.	504 3 Quan. Mec. 515 3 Adv. N.Phys. 518 3 Adv. H.Phys.
418 3 Heal.Phys.	
463 3 X-R.Theo. 464 3 X-R.Pr. 465 3 Solids & Cryst.	566 3 Solids I 567 3 Solids II
	570 3 High Vac.
	505 3 At.Spect. 506 3 At.Spect. 508 3 Mol.Spec.
441 3 Vib.&Rv.Mot. 442 3 App.Acou.	520 3 Kin.Theo. 523 3 Stat.Theo.
	526 3 Ioniz. & El.Opt.
431 2 Advanced Physical 432 2 Measurements 433 2	531 3 Research 532 3 Research 533 3 Research
	541 1 Special 542 1 Problems 543 1

ENGINEERING PHYSICS

The Engineering Physics Curriculum is designed to provide, for bachelor graduates of the various Engineering curricula, a year of specialized training in the subject matter and methods of Physics. Upon satisfactory completion of the prescribed course of study, a degree of Master of Engineering Physics is awarded. For students with inadequate undergraduate training in physics and mathematics, up to two years' time is required for satisfactory completion of the course of study.

The curriculum, which includes both theoretical and applied physics courses, is intended to prepare students to fill the growing need in industrial and governmental laboratories for research and development work in the borderline fields between engineering and pure physics.

CURRICULUM IN ENGINEERING PHYSICS

Fifth Year

Prerequisites

	Credits		Credits
a. Drawing	4	e. Thermodynamics	6
b. Mechanics	6	f. Differential Equations	3
c. Strength of Materials	3	g. Physics (Incl. Mod. Physics)	15
d. Fluid Mechanics	3	h. Physics Laboratory	6

Required Courses

Advanced General Physics, Phys. 501, 502, 503	15
Modern Physics sequence	6
Special Problems, Phys. 541, 542, 543	3
Physics electives	6

A minimum of 18 additional credits, selected in consultation with an advisory committee from the Department of Physics, are required. At least 12 of these 18 hours shall be chosen in either one or two fields of engineering and mathematics, and representatives of the engineering departments concerned shall be members of the advisory committee.

NUCLEAR ENGINEERING CURRICULUM

The Nuclear Engineering Curriculum is offered in response to the rapidly growing demand of industry and research organizations for engineers equipped with the basic knowledge and technology of radioactivity and nuclear processes. The entire field of nuclear engineering practice is already so broad that practically all branches of science and engineering, are involved, and hence one could not hope in four or even five years, to become proficient in all phases. The general curriculum is planned, therefore, to include a basic core of required courses, and a number of technical elective courses which are to be scheduled, with the assistance of an adviser, in either of several general fields of interest. In the Sophomore or Junior year the student in Nuclear Engineering selects, according to his interest, the engineering field in which he wishes broader training: Chemical, Ceramic, Electrical, Mechanical etc. The technical elective courses of a general type relating his field of interest are then scheduled.

A Bachelor of Nuclear Engineering degree is awarded upon satisfactory completion of the prescribed four-year curriculum. For those desiring further training, a fifth year of study, terminating in the Degree of Nuclear Engineering, is offered. Additional courses in general Nuclear Engineering technology, together with opportunity for more specialized courses totalling 18 - 24 credit hours in the optional field of interest are provided in the fifth year.

UNDERGRADUATE CURRICULUM IN NUCLEAR ENGINEERING

Freshman Year, Standard Course

Sophomore Year

Courses	Credits F	W	S
Humanities	3	3	3
Physical Education	1	1	1
Military Science	2	2	2
Calculus I, II, III - Math. 201, 202, 203	4	4	4
Physics 201, 202, 203	5	5	5
Technical Elective+	3	3	3
	18	18	18

Junior Year

Humanities	3	3	3
Elective (Military)	3	3	3
Differential Equation - Math. 401	3	0	0
Physics: Electricity & Mag. 401, 402, Optics 403	4	4	4
Modern Physics 407	0	3	0
Nuclear Engineering 409	0	0	3
Technical Elective+	6	6	6
	19	19	19

Senior Year

Humanities	3	0	3
Elective (Military)	3	3	3
Physics: Nuclear Physics 415	4	0	0
Radioactive Technology 420	0	4	0
Elementary Reactor Theory 430	0	0	3
Health Physics 418	0	3	0
Technical Electives+	9	9	9
	19	19	18

+ The Technical Electives must include Engineering Mechanics (9 credits), Electrical Engineering (6 credits), Strength of Materials and Fluid Mechanics (6 credits), Thermodynamics (6 credits, and 12 additional credits in engineering; the order of choice depending on prerequisite considerations in the field of interest of students.

GRADUATE STUDY IN NUCLEAR ENGINEERING

Fifth Year

Physics courses	9	credit hours
Mathematics	6	" "
Research	6	" "
Seminar	3	" "
Technical Elective	21	" "
	45	

The student who does not hold a Bachelor of Nuclear Engineering degree, desiring admission to the fifth year curriculum, should present as prerequisites credits in Mathematics: Differential and Integral Calculus and Differential Equations; in Physics: the equivalent of 18 credits above the general elementary physics, including modern and physics courses; and in Life Sciences: either biology or Health Physics.

PHYSICS COURSES

For Undergraduates

Phys. 201, General Physics. 5 or 5 or 5
202, 5 or 5 or 5
203. 5 or 5 or 5

Co-requisite: Math. 201.

Required of sophomores in Engineering and Agricultural curriculum B.

General Physics, somewhat more analytical in content than Physics 211, 212, 213, stressing problem solution and engineering applications. Recitations, demonstrated lectures, problem drill and laboratory work are coordinated to give a working knowledge of the basic principles of Physics. Phys. 201, mechanics; Phys. 202, sound and electricity; Phys. 203, heat and light.

Staff.

Phys. 211, General Physics. 4 or 4 - 0
212, 0 - 4 or 4
213. 0 - 0 - 4

Prerequisite: Math. 102 or equivalent.

Required of sophomores in Textile.

Recitations with demonstrations and laboratory work; presented at college level. Phys. 211, mechanics; Phys. 212, heat and light; Phys. 213, sound and electricity.

Staff.

Phys. 215. General Physics. 5 or 5 or 5

Prerequisite: Math. 112.

Required of sophomores in agricultural curricula A, C, D, and F.

Recitations with demonstrations and laboratory work; a short course with emphasis on mechanics, heat and weather, applications of light and electricity on the farm.

Staff.

Phys. 223. Astronomy and Astrophysics. 0-0-3

Prerequisites: Phys. 211 or equivalent, Math. 103 or equivalent.

A general course in astronomy and astrophysics. Introduction to techniques and procedures in astronomical observations. Occasional laboratories; observations with telescope.

Phys. 301, 302, 303. Intermediate Physics I. 4-4-4

Prerequisite: Phys. 203 or equivalent.

Mechanics, heat, and sound on an intermediate level. Physics 303 replaces Physics 413. Intermediate Physics I, together with Intermediate Physics II (401, 402, 403), constitutes an integrated study of classical physics at the next level above general sophomore physics. Lectures, problems, and recitations, and one laboratory each week.

Phys. 311. Light and Color in Industry. 3 - 0 or 3

Prerequisite: Phys. 213 or equivalent.

Survey of the fundamental principles of light and radiation; photometry, illumination and distribution of light; lighting calculations; flourescent lighting; the physiological and psychological aspects of light and color; color theories, standardization of color; color contrast, and color harmony. Special emphasis placed on development of color harmony.

Phys. 322. Descriptive Meteorology. 0-3-0

Prerequisite: Phys. 212 or equivalent.

Explanation of the weather and associated phenomena at an introductory level. Structure of the atmosphere; instrumentation; heat balance and primary circulation of the atomosphere; air masses, fronts, and waves; tertiary circulations; atmosphere of the lowest 10 meters.

Phys. 323. Applied Meteorology. 0-0-3

Prerequisite: Phys. 322 or equivalent.

Technique of application of meteorological data to problems in Engineering, Agriculture, Forestry, etc., where weather is a factor, using principle of expectations as the basis for analysis. Examples from several fields as illustrations of various analysis techniques.

Phys. 327. Laboratory Techniques in Photography. 3-0-0

Prerequisite: Phys. 203.

A treatment of the general principles of photography with special applications in the fields of spectrography, micrography, Roentgenology, and nuclear physics.

For Graduates and Advanced Undergraduates

Phys. 401, 402, 403. Intermediate Physics II. 4-4-4

Prerequisites: Phys. 203, Math. 401.

Electricity, magnetism, and optics on an intermediate level. Replaces Physics 405, 406, 415. Intermediate Physics II, together with Intermediate Physics I, constitutes an integrated study of classical physics at the next level above general sophomore physics. Lectures, problems, and recitations, and one laboratory each week.

Phys. 407. Introduction to Modern Physics. 3 or 3 or 3

Prerequisites: Phys. 203, Math. 303.

A brief survey of the important developments in atomic and nuclear physics during the last fifty years. Topics covered include origin of spectra, determination of the mass and charge of ions, ion accelerators, nuclear reactions, and cosmic rays. Particular attention is paid to the practical applications of these developments.

Phys. 409. Nuclear Engineering. 0-0-3

Prerequisite: Phys. 407, except by permission.

A survey of the raw materials; chemical and metalurgical processes; types of physical installation; and operating procedures for nuclear reactors. Consideration is given to the products and by-products of nuclear reactors, the waste material, and the potential usefulness and peacetime applications of nuclear reactions. Particular attention is devoted to defining the engineering problems involved in each phase of the study and the method of approach to the solution.

Phys. 411. Nuclear Instrumentation. 0-0-3

Prerequisite: Phys. 407, except by permission.

This course is designed to give first-hand, practical acquaintance with various types of instruments used in nuclear work: Geiger-Mueller counters, ionization chambers, electrometers, proportional counters, photographic emulsions, scalars, rate-meters, etc. Consideration is given to commercial availability of nuclear apparatus and choice of instruments for particular problems.

Phys. 415. Nuclear Physics. 4-0-0

Prerequisites: Phys. 203, Math. 203.

An introductory treatment of the properties of nuclear particles and the structure of simple nuclei. Consideration is given to natural and artificial radioactivity, fision, nuclear reactions, and the apparatus used in these studies. A three-hour laboratory is included.

Phys. 418. Health Physics. 0-3-0

Prerequisite: Phys. 407, except by permission.

A survey of the precautionary methods used in radioactive work. Safe limits of exposure and tolerance dosage of alpha, beta, gamma, and neutron radiation; monitoring procedures; calculation of exposure doses; and general protective methods are discussed.

Phys. 420. Physical Technology in Radioactivity. 0-4-0

Prerequisite: Phys. 415.

Emphasis in this course is on laboratory techniques in detecting, handling, and quantitative measuring of radioactive samples. The preparation of samples for radioactivity measurements andthe calculation methods used in analyzing such data are summarized. At least three hours of laboratory practice per week.

Phys. 430. Elementary Nuclear Reactor Theory. 0-0-3

Prerequisites: Phys. 415, Math. 432 or equivalent.

A lecture course in the pr inciples of chain reactors; conditions for criticality, slowing down of neutrons, neutron diffusion equations and space distribution, elementary group theories, reactor dimensions for simple geometries.

Phys. 431, 432, 433. Advanced Physical Measurements. 2-2-2

Prerequisites: Phys. 203, Math. 303.

Covers the technique and theory of advanced experiments in mechanics, heat, sound, light, and electricity. The treatment and interpretation of data will be stressed.

Phys. 441. Vibration and Wave Motion. 3-0-0

Prerequisites: Phys. 203, Math. 401.

The dynamics of vibratory and oscillatory motion. Analogies in mechanical, electrical and acoustical vibrating systems. Analysis of wave motion and propagation in different media.

Phys. 442. Applied Acoustics. 0-3-0

Prerequisite: Phys. 441 or the equivalent.

The dynamical theory of sound. Sources of sound, measurement of sound intensity, measurement of frequency, acoustical impedance and transmission of sound, sound filters and resonators, acoustics of speech and hearing, reception and reproduction of sound, acoustics of buildings.

Phys. 463. X-Ray Theory. 3-0-0

Prerequisites: Phys. 203, Math. 303.
Math. 401 recommended, but not required.

Emphasis is placed on principles underlying usage of X-rays in solids identification radiography, crystal andpowder diffraction, fiber andparticle size measurement. Laboratories of demonstration and occasional student manipulation type.

Phys. 464. X-Ray Practice. 0-3-0

Prerequisites: Phys. 203, Math. 303.
Phys. 463 recommended, but not required.

Industrial and research practice in S-rays. X-ray equipment, photographic and electronic methods of measurement. Topics include detection of defects in welds and castings, diffraction patterns from various types of crystals, powder diffraction studies. Enough theory is included to provide intelligent guidance in application, but the main emphasis is on laboratory practice.

Phys. 465. Structure of Solids; Crystallography. 0-0-3

Prerequisite: Phys. 203.
Phys. 463 recommended, but not required.

Elementary consideration of amorphous and crystalline solids, metals, conductors, non-conductors, semi-conductors.

For Graduates Only

Phys. 501, 502, 503. Advanced General Physics. 5-5-5

Prerequisite: Phys. 403.

Generalization of underlying physical principles. Mathematical and theoretical approach to relationships between the various branches of physics, with applications to mechanical, electrical, optical, thermal, and vibratory problems.

Phys. 504. Introduction to Quantum Mechanics. 3-0-0

Prerequisite: Phys. 407 or 415.

An introductory course illustrating the use of Schroedinger's equation in solving problems such as the hydrogen atom, oscillators and rotators. Methods used in the solution of more complicated problems are indicated.

Phys. 505, 506. Atomic Spectra. 3-3-0

Prerequisites: Phys. 403, Phys. 407 or equivalent; Math. 432.

Bohr and Sommerfeld's electron orbits, fine structure, Zeeman, Paschen-back, Stark effects, hyperfine structure. Atomic models and coupling rules.

Phys. 508. Molecular Spectra. 0-0-3

Prerequisites: Phys. 403, Phys. 407 or equivalent; Math. 432.

Electronic, vibrational, rotational and band spectro of simple molecules. Relationship to chemical behavior.

Phys. 515. Advanced Nuclear Physics. 0-3-3

Prerequisite: Phys. 415.

A continuation and expansion of Physics 415. Attention is given to current hypothesis of nuclear structure, and to major problems in present day nuclear research.

Phys. 518. Advanced Health Physics. 0-0-3

Prerequisites: Phys. 418, Phys. 420.

Further consideration of safe practices in handling radioactive materials. Dose calculations in medical applications. Calculation of necessary shielding conditions for various geometries and combinations of radiations.

Phys. 520. Kinetic Theory of Gases. 3-0-0

Prerequisites: Phys. 203, Math. 401.

The kinetic theory of matter, including distribution functions, transport phenomena and equations of state.

Phys. 523. Statistical Mechanics. 0-3-0

Prerequisites: Phys. 203, Math. 401.
Phys. 520 recommended, but not required.

A treatment of statistical mechanics from both the quantum and classical point of view.

Phys. 526. Ionization Phenomena and Electron Optics. 0-0-3

Prerequisite: Phys. 520.

Methods of producing ions, and the interaction of ions with electric and magnetic fields are discussed, together with a brief survey of the present status of electron optics.

Phys. 531, 532, 533. Research. 3-3-3

Graduate students sufficiently prepared may undertake research in some particular field of Physics. At least six laboratory hours a week must be devoted to such research.

Phys. 541, 542, 543. Special Problems. 1-1-1

Thesis project for students in fifth year Engineering Physics course.

Phys. 566, 567. The Solid State. 3-3-0

Prerequisite: Phys. 465.

The electron theory of conduction, electrical and thermal conduction in solids, and surface phenomena, with applications to physical behavior and usage of solids.

Phys. 570. High Vacuum Technique. 0-0-3

Prerequisite: Phys. 520, except by permission.

A course in the design and maintenance of vacuum systems. Consideration is given to calculation of pumping speeds, detection of leaks, absolute and relative measurements of pressure.

APPENDIX B - BUILDING AREA UNDER PHYSICS SUPERVISION

	PRESENT		AFTER RENOVATION	
Function	Number	Area	Number	Area
Daniels Hall				
Class rooms	5	3,801 sq. ft.	5	3,046 sq. ft.
Elementary Labs	6	5,842	6	5,842
Advanced Labs	1	209	4	2,611
Darkrooms	1	112	2	310
Photography Lab	1	522	1	229
Observatory	2	304	2	304
Research Rooms	1	228	10	3,040
Shop	1	725	1	960
Offices	6	1,273	6	1,295
Departmental Office		456		584
Storage	2	489	3	993
Electrical supply room	1	120	1	120
Toilets	2	304	5	920
Library	0	0	1	660
TOTAL AREAS DANIELS HALL		14,385 sq. ft.		20,914 sq. ft.
Engineering Research Building				
X-Ray Laboratory			3	700 sq. ft.
Spectroscopy			3	700
Electron Microscopy			2	500
Darkrooms			2	200
TOTAL PHYSICS AREA				23,014 sq. ft.

FORM 198

RC 103

MAR 28 1950

INTERVIEWS: JHP

RDC	MAR 13 '50	RDC
FMc	MAR 14 '50	FMc
RWJ	MAR 16 '50	RWJ
EdE	MAR 22 '50	EdE

New York
March 10, 1950

W. G. VAN NOTE
Director of Department of
Engineering Research
North Carolina State College

VN dropped in without prior appointment. Just wanted to pay a social call, and incidentally to state that N.C.S.C. is as busily engaged recruiting staff as it is in building physical facilities. Wanted to know general areas of interest of GEB. JHP told him of the general areas of interest at present, pointing out that revisions in the structure of the GEB program were made from time to time.

VN mentioned Dr. Clifford Beck (Physics; N.C.S.C.) and his projected atomic pile at N.C.S.C. Stated Dean Lampe may wish to confer with JHP later. VN did not ask if atomic piles were in program. However, he did hint that Dean Lampe was interested in submitting some sort of request to GEB.

JHP:eab

FORM 198

MAY - 41950

NC-103

RDC		
FMc		
RWJ		
EdE		

March 27, 1950
Gainesville, Georgia

INTERVIEWS: JHP

Telephone call from
CLIFFORD K. BECK
Chairman, Physics, North Carolina State

CKB wants JHP and WW to come to Raleigh on April 7, 1950 (10:00 A.M.) for participation in conference with Atomic Energy Commission representatives, Oak Ridge representatives, representatives of Duke, U. N. C., etc., in regard to the uses and advisability of establishing an atomic pile at N.C.S. (See previous memorandum by JHP on subject.)

JHP told CKB that Board meeting on April 6, 1950 might make trip impossible for him, but that he would talk to WW about same.

Note: CKB is top-flight - nationally - in his field. He is a member of each of two three-man committees on safety provisions for storage of fissionable materials.

JHP:eab

APR 1 3 1950

NC-103

NORTH CAROLINA STATE COLLEGE
OF THE
UNIVERSITY OF NORTH CAROLINA
RALEIGH

SCHOOL OF ENGINEERING

J. H. LAMPE, DEAN

March 29, 1950

ack EAB 3/30

JHP MAR 30 '50 4/4
RDC APR -4
JHP APR 10 '50

Dr. Harris Purks, Associate Director
General Education Board
Rockefeller Foundation
49 W. 49th Street
New York City, N. Y.

Dear Dr. Parks:

I am writing to invite you to attend an informal conference to discuss plans for Nuclear Engineering Education at North Carolina State College. Dr. Clifford Beck extended you this invitation by phone and I am happy to second and confirm it. The meeting will be held in Room 203, Civil Engineering Building, Friday, April 7, 1950, starting at 10:00 a.m.

Under the leadership of the Physics Department, the Engineering School of North Carolina State College has devised a curriculum in Nuclear Engineering which will be opened to prospective students in the fall of 1950. The program includes a complete undergraduate course of study and either a fifth year or a Master's degree program of post-graduate study.

It has been proposed that a nuclear reactor of about 5 K.W. power output be constructed on the State College campus to be used as the core of the instruction and research program in the Nuclear Engineering curriculum. Tentative designs of a reactor, such as can be drawn from the unclassified literature, have been drawn up. Preliminary study indicates that a low-power reactor is feasible for campus operation and would be a tremendously effective instruction and research tool; that enough information is available to operate a reactor as an endeavor largely unclassified and on a research program entirely unclassified; and that the radiation from the reactor would be of assistance to a number of research groups in the region surrounding Raleigh.

A group of persons from various institutions and organizations interested in the possibility of this machine's being built at Raleigh will attend the meeting at Raleigh on Friday, April 7, for informal discussion and consideration of the factors involved in the project. It is hoped that out of this discussion will come suggestions for the use of the reactor, for the basis of its operation, and how it may be of most benefit to others in nearby groups.

We hope to hear from you that you can attend this meeting at the School of Engineering, North Carolina State College.

Sincerely yours,

J. H. Lampe
Dean of Engineering

JHL:p

APR - 41950

March 30, 1950

Dear Dean Lampe:

Your letter of March 29 to Mr. Purks has been received in his absence from New York. It will be brought to his attention when he returns to the office on Monday.

Sincerely yours,

Secretary to Mr. Purks

Dean J. H. Lampe
School of Engineering
North Carolina State College
Raleigh, North Carolina

eab

APR 3 1950

APR - 4 1950

April 4, 1950

Dear Dean Lampe:

Thank you for the kind invitation to attend the informal conference for discussion of plans for Nuclear Engineering Education at North Carolina State College on Friday, April 7.

While it is possible that a last minute change of plans may prevent my attendance, I am, nevertheless, planning to take a night train for Raleigh on Thursday, arriving early Friday morning.

Sincerely yours,

J. H. PURKS, JR.

Dean J. H. Lampe
School of Engineering
North Carolina State College
Raleigh, North Carolina

JHP:eab

FORM 189

MAY 25 1950

NC-103

RDC	APR 18 '50	
FMc	MAY-3 '50 APR 27 '50	
RWJ		
EdE WW		

HMP MAY-5 '50

INTERVIEWS: JHP

April 7, 1950
Raleigh, North Carolina

NORTH CAROLINA STATE COLLEGE
Informal Reactor and Nuclear Education Conference

Dean J. H. Lampe presided over morning session, luncheon, and post-luncheon session of Informal Reactor and Nuclear Education Conference. Among speakers were: J. H. Lampe; Chancellor Harrelson; W. D. Carmichael, Jr.; Clifford K. Beck; A. C. Menius; J. H. Jensen; Paul Gross; W. W. Pierson; U. Liddell (Head, Nuclear Physics Branch, Office of Naval Research); R. Overman (Oak Ridge Institute Radioisotope School); H. Wilson (Regional Director, Bureau of Mines); Major W. W. Wagoner (Chief, P.D.S. of U. S. Air Force Institute of Technology); J. Platt (Chief, Physics Branch, Research Division, Atomic Energy Commission); P. McDaniel (Assistant to Director, Research Division, A.E.C.); P. N. Powers (Advisor on Scientific Personnel, A.E.C.); William Nielsen (Chairman, Physics, Duke); P. Shearin (Chairman, Physics, U. of N. C.).

The pattern of thought, as expressed by speakers, leads to the following observations:

1. The Administration of the U. of N. C., Consolidated; the deans of the graduate schools of U. of N. C. and of Duke; the Chairmen of Physics at Duke and U. of N. C.; The Bureau of Mines; and the lower echelons of the A.E.C. favor the project enthusiastically.

2. The U. S. Airforce Institute of Technology; The Office of Naval Research; the Plant Pathology Division of N. C. S.; enthusiastically point to the need of a development such as is contemplated.

3. The two items which appear to involve difficulty are

   (a) Time schedule, according to A.E.C. representatives, is over-optimistic, since project must have clearance from the A.E.C., the Army, a Senate Committee, The Department of State (?); and the President.

   (b) P. Gross and Nielsen brought up the question of clearance for inter-institutional use of the facility, suggesting that this might involve difficulty.

It should be noted that in the Conference room were three well-known atomic scientists who have worked closely with A.E.C. or its organizational ancestor, the Manhattan District: C. K. Beck; Lothar Nordheim; H. Newsom - who would be in residence within 25 miles of the reactor. It should also be noted that Greuling is at Duke also.

One gets the impression that the A.E.C. would not have permitted its lower echelons to work so actively in an advisory capacity if the project, in principle, were not favored.

INTERVIEWS: JHP

Mimeographed material and printed material relating to the conference and to the project attached hereto.

For the record, JHP did not speak; he was not placed in pressure-position; no hint of impending request to GEB (or to RF) was given, unless the parting remark made by J. H. Lampe to JHP is significant, namely: that he hopes the GEB and RF will follow the development with interest; that GEB and RF will be kept informed; that the attendance of JHP was appreciated, and the inability of WW to attend regretted and understood.

Impressions: (JHP) Jensen makes a favorable impression. N. C. State has a very active and imaginative cluster of scientists. N. C. State will likely be a very lively third party in the "North Carolina triangle" of Raleigh, Durham, Chapel Hill.

JHP:eab

MAY 25 1950

NC-103
Parks
Tour Group 3

INFORMAL REACTOR AND NUCLEAR EDUCATION CONFERENCE

North Carolina State College

April 7, 1950

Schedule

10:00 A.M. 1. Dean J. H. Lampe, presiding

2. Chancellor J. W. Harrelson, of N. C. State College

3. Mr. W. D. Carmichael, Jr., Acting President,
The University of North Carolina

4. Dr. Clifford K. Beck, Chairman and Professor, Physics Department
(a) The Nuclear Engineering Curriculum.
(b) The Proposal of a Nuclear Reactor at N. C. State College.

5. Dr. Arthur C. Menius, Jr., Professor, Physics Department
(a) Certain Types of Research Problems Accessible with the Proposed Reactor.

6. Dr. J. H. Jensen, Chairman and Professor, Plant Pathology Dept.
(a) Medical and Biological Research Related to the Proposed Reactor.

7. Discussion

12:00 P.M. 8. Tour to Daniels Hall, Bureau of Mines Building, and Engineering Research Building.

1:00 P.M. 9. Lunch - Room A, Cafeteria

1:45 P.M. 10. Discussion

2:15 P.M. 11. Adjournment

NUCLEAR ENGINEERING CONFERENCE
North Carolina State College
April 7, 1950

1. Dr. D. B. Anderson
Professor of Botany
N. C. State College
Raleigh, N. C.

2. Dr. Clifford K. Beck
Head, Physics Dept.
N. C. State College
Raleigh, N. C.

3. Dr. Walter R. Berryhill
Dean of Medical School
University of North Carolina
Chapel Hill, N. C.

4. Dr. R. W. Bost, Head
Chemistry Department
University of North Carolina
Chapel Hill, N. C.

5. Mr. W. D. Carmichael, Jr.
Controller
University of North Carolina
Chapel Hill, N. C.

6. Dr. R. W. Cummings
Associate Director
Agricultural Experiment Station
N. C. State College
Raleigh, N. C.

7. Dr. Paul M. Gross
Vice-President
Duke University
Durham, N. C.

Says it is feasible & important; well designed -

8. Capt. S. D. Hamilton
Airforce Institute of Technology
Wright-Patterson Airforce Base
Dayton, Ohio

9. Dr. Philip Handler
Head, Biochemistry & Nutrition
Director, AEC Training Program
Duke University
Durham, N. C.

10. Chancellor J. W. Harrelson
N. C. State College
Raleigh, N. C.

11. Prof. Douglas Hill
Chemistry Department
Duke University
Durham, N. C.

12. Dean J. H. Hilton
School of Agriculture
N. C. State College
Raleigh, N. C.

13. Dr. J. H. Jensen, Head
Plant Pathology Section
Department of Botany
N. C. State College
Raleigh, N. C.

Formerly with AEC
Knows Swanson

14. Dr. Cornelius T. Kaylor
Assoc. Prof. of Anatomy
School of Medicine
University of North Carolina
Chapel Hill, N. C.

15. Dr. W. W. Kriegel, Head
Ceramic Engineering Dept.
N. C. State College
Raleigh, N. C.

16. Dean J. H. Lampe
School of Engineering
N. C. State College
Raleigh, N. C.

17. Dr. Urner Liddel, Head
Nuclear Physics Branch
Office of Naval Research
Navy Department
Washington, D. C.

Spoke; ONR much interested; need men so trained:

18. Dr. Paul McDaniel
Asst. to Director, Research Div.
Atomic Energy Commission
Washington, D. C.

Spoke

✓ Arthur Roe
chemistry. Radio isotope lab
U of N.C.

✓19. Dr. A. C. Menius, Jr.
Professor of Physics
N. C. State College
Raleigh, N. C.

✓20. Dr. Henry Newson
Prof., Physics Department
Duke University
Durham, N. C.

✓21. Dr. Walter Nielsen, Head
Physics Department
Duke University
Durham, N. C.

✓22. Dr. Ralph Overman Spoke
Chief, Special Training Division
Oak Ridge Institute of Nuclear Studies
Oak Ridge, Tennessee

✓23. Mr. Rudolph Pate, Editor
News Service
N. C. State College
Raleigh, N. C.

✓24. Dr. W. W. Pierson, Dean Spoke; target cooperative administration
Graduate School
University of North Carolina
Chapel Hill, N. C.

✓25. Dr. W. J. Peterson, Head
Chemistry Department
N. C. State College
Raleigh, N. C.

✓26. Dr. Joe Platt Spoke; no commitments; but said hello!
Chief, Physics Branch, Research Div.
Atomic Energy Commission Same impression AEC would likely offer.
Washington, D. C.

✓27. Dr. Philip N. Powers
Advisor on Scientific Personnel
Atomic Energy Commission
Washington 25, D. C.

✓28. Dr. Harris Purks, Assoc. Director
General Education Board
Rockefeller Foundation
49 W. 49th Street
New York, New York

✓29. Dr. Herman Roth
Chief, Research Division
Oak Ridge Operations
Oak Ridge, Tennessee

✓30. Dr. J. H. Saylor, Exec. Officer
Chemistry Department
Duke University
Durham, N. C.

✓31. Dr. E. M. Schoenborn
Chemical Engineering Dept.
N. C. State College
Raleigh, N. C.

✓32. Dr. Paul Shearin, Head
Physics Department
University of North Carolina
Chapel Hill, N. C.

33. Rear Admiral H. A. Spanegel
Head, Naval Post-Graduate School
U. S. Naval Academy
Annapolis, Maryland

34. Dr. Charles Durward Van Cleave
Assoc. Prof. of Anatomy
School of Medicine
University of North Carolina
Chapel Hill, N. C.

✓35. Mr. J. G. Vann
Assistant Controller
N. C. State College
Raleigh, N. C.

✓36. Dr. W. G. Van Note, Director
Engineering Research Dept.
N. C. State College
Raleigh, N. C.

✓37. Major W. W. Wagoner Spoke Air force needs nuclear engineers; plans to send students to NCS
Chief, Program Development Sec.
Plans Division
U. S. Airforce Inst. of Tech.
Wright-Patterson Airforce Base
Dayton, Ohio

✓38. Dr. Hewitt Wilson Spoke; thought Bjorn would cooperate
Regional Director
U. S. Bureau of Mines
Norris, Tennessee

✓ Lothar Nordheim
Prof Physics
Duke U.

PROPOSAL OF A NUCLEAR REACTOR

At

NORTH CAROLINA STATE COLLEGE

Clifford K. Beck
Professor and Head, Physics Department

Written: July 5, 1949

Revised: March 30, 1950

SCHOOL OF ENGINEERING

NORTH CAROLINA STATE COLLEGE

PROPOSAL OF A NUCLEAR REACTOR

At

NORTH CAROLINA STATE COLLEGE

ABSTRACT

The North Carolina State College of Agriculture and Engineering proposes to build a 5 KW nuclear reactor of the uranium "water-boiler" type, to be used as the core of an instructional and research program in Nuclear Engineering. In addition to State's nuclear engineering program, it is anticipated that Duke University, the University of North Carolina, several medical schools and a number of other institutions in the vicinity of Raleigh, North Carolina, would benefit from the proposed reactor program.

Facilities of State College relative to the proposed reactor are briefly described, as well as the types of unclassified research which might be done with the machine.

A tentative schematic design of the reactor, with emphasis on the physical security of the fissionable material and the safety of operating personnel, is presented. It is estimated that detailed design and construction can be accomplished in from eight to ten months, at a total cost of $150,000. North Carolina State College would undertake to defray the major portion of this cost with funds from sources other than the Atomic Energy Commission.

Request is made of the Atomic Energy Commission for approval of the overall proposal, for loan of the requisite fissionable material, and for assistance and advice in design and construction of the reactor.

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PROPOSAL OF A NUCLEAR REACTOR

At

NORTH CAROLINA STATE COLLEGE

Clifford K. Beck

INTRODUCTION

In recognition of a growing demand for the instruction and training of rising engineers and scientists in various aspects of atomic engineering, and in anticipation of an even greater need in this field as new peacetime and military applications of nuclear processes are developed, the North Carolina State College of Agriculture and Engineering has embarked on an expansion program in the Physics Department, and in related engineering departments, designed to provide training at the graduate level in Nuclear Engineering. This program is in keeping with the philosophy, often expressed by leaders of the Atomic Energy Commission, that, for America to maintain her preeminence in the field of atomic energy development, the people of the country, industry, and the established educational institutions must carry their full share of the responsiblity.

The schools and colleges, especially the technical schools, have a responsibility to their students and to the country as a whole to provide opportunities for training in the new fields of technical development involved in potential applications and by-products of nuclear processes. Hence, the decision of State College to enter the field of instruction in Nuclear Engineering.

In order to provide training of maximum practicality and usefulness in this field, it is proposed that a small nuclear reactor, of the water-boiler type, be built on the State College campus. North Carolina State College is in position to provide experienced personnel and to defray the major cost of the program, except for the cost of the fissionable material, which, it is hoped, the Atomic Energy Commission will agree to provide.

PURPOSE OF THE REACTOR

Two chief uses of the nuclear reactor are anticipated:

1. Instruction.

The reactor will provide the heart around which the instructional program for senior undergraduate and graduate level students in Nuclear Engineering will be organized. All instructional and laboratory activities will be related in a very practical and realistic way to the actual operation of a working reactor. When, for example the students in a certain class study the problems of shielding, or remote operation of control rods, an observation of these components of a functioning unit will provide extremely valuable experience.

Professors and instructors, many of whom have not had the opportunity to work on atomic energy developments, will be greatly aided in their instruction of students by opportunities to gain first-hand experience with the reactor.

The initial design, construction and operation of the reactor and the auxiliary instruments and facilities, and the changes in design and operation from time to time, will provide ideal research problems and individual activities for practical training of faculty and graduate students.

2. Research.

In Nuclear Engineering, the nuclear reactor will constitute an ideal core around which a major portion of research in the departments concerned can be built. A large field of investigation in every component part of Nuclear Engineering as well as numerous individual problems involving use of the radiations from the reactor, will provide continuous challenges to faculty and students.

The research fields which can be entered with the reactor are numerous and varied, and in most fields the number of individual problems is very large. A few types of research problems are listed:

1. Shielding; materials, theories of attenuation, etc.

2. Effects of radiations on materials of construction.

3. Effects of radiation on chemicals and chemical reactions.

4. Fission products; identity, chemical and physical characteristics, uses in other research problems.

5. Heat transfer, problems of power generation.

6. Instrumentation; detectors, controllers, recorders.

7. Production of short-lived isotopes for tracer work.

8. Irradiation of biological specimens and materials.

9. Remote mechanical manipulation of chemicals.

10. Physics of radiations; diffraction in crystals; nuclear reactions, threshold energies, cross-sections.

It is recognized, of course, that adequate attack on many problems in these fields can only be made with reactors providing much higher levels of radiation. It is equally true, however, that there are many problems in each of these categories which can be investigated with the radiation available from the modest reactor proposed. Every effort will be made to restrict the investigations and operation of the reactor to unclassified problems. But despite the limitations to unclassified problems and the relatively low radiation level available, the quantity and potential importance, both academically and practically, of researches available for investigation with the proposed reactor should not be under estimated.

BRIEF DESCRIPTION OF THE REACTOR

The proposed reactor consists of a few essential parts and a small number of auxiliary systems. A diagrammatic sketch is shown in figure 1.

The bulk of the reactor assembly will consist of a single massive block of concrete, cylindrical in shape, 30 feet high and 25 or 30 feet in diameter, (depending on results of detailed shielding calculations). A vertical, coaxial cylindrical hole, 4 feet in diameter, will be left in the center of the concrete cylinder; and in the base of the concrete cylinder, an opening 15 or 20 feet in diameter and 8 feet high will also be left. The reactor proper, its reflector, some shilding if space permits, the control and safety rods, and other auxiliary systems will be mounted inside the vertical cylindrical opening at the center of the concrete block. The top of the cylindrical opening will be covered by slabs of concrete, which can be added or removed by an overhead crane.

For physical security of the fuel system, the reinforced concrete slabs on top will be held in position by concealed bolts extending vertically through the shield and terminating in the room in the base of the concrete structure. These slabs cannot be removed until the bolts are unscrewed from the room below.

The room left in the base of the structure, called the Vault Room, can be entered through only one opening. This is protected by a heavy vault door, and a massive concrete plug which can be moved aside on a motor driven track. The fuel system is built into the concrete in such fashion that any access whatever is prohibited except through the Vault Room in the base of the concrete and the 4-foot opening at the top. The latter may be entered only after bolts holding the reinforced slab are released from below. Hence, as security against theft, the fissionable material is protected on all sides either by reinforced concrete or a massive vault door behind a huge concrete plug.

1. The fuel system.

A totally enclosed solution-containing system is visualized. The solution will normally be stored, when not in use in a large, flat, inverted conical-shaped vessel of stainless steel imbedded in the concrete shielding. A pipe will extend upward from the storage vessel, through a valve, to the spherical reactor. Rubber balloons inside a pneumatic pressure chamber, connected to the storage vessel, will provide the mechanism for forcing the solution up into the reactor.

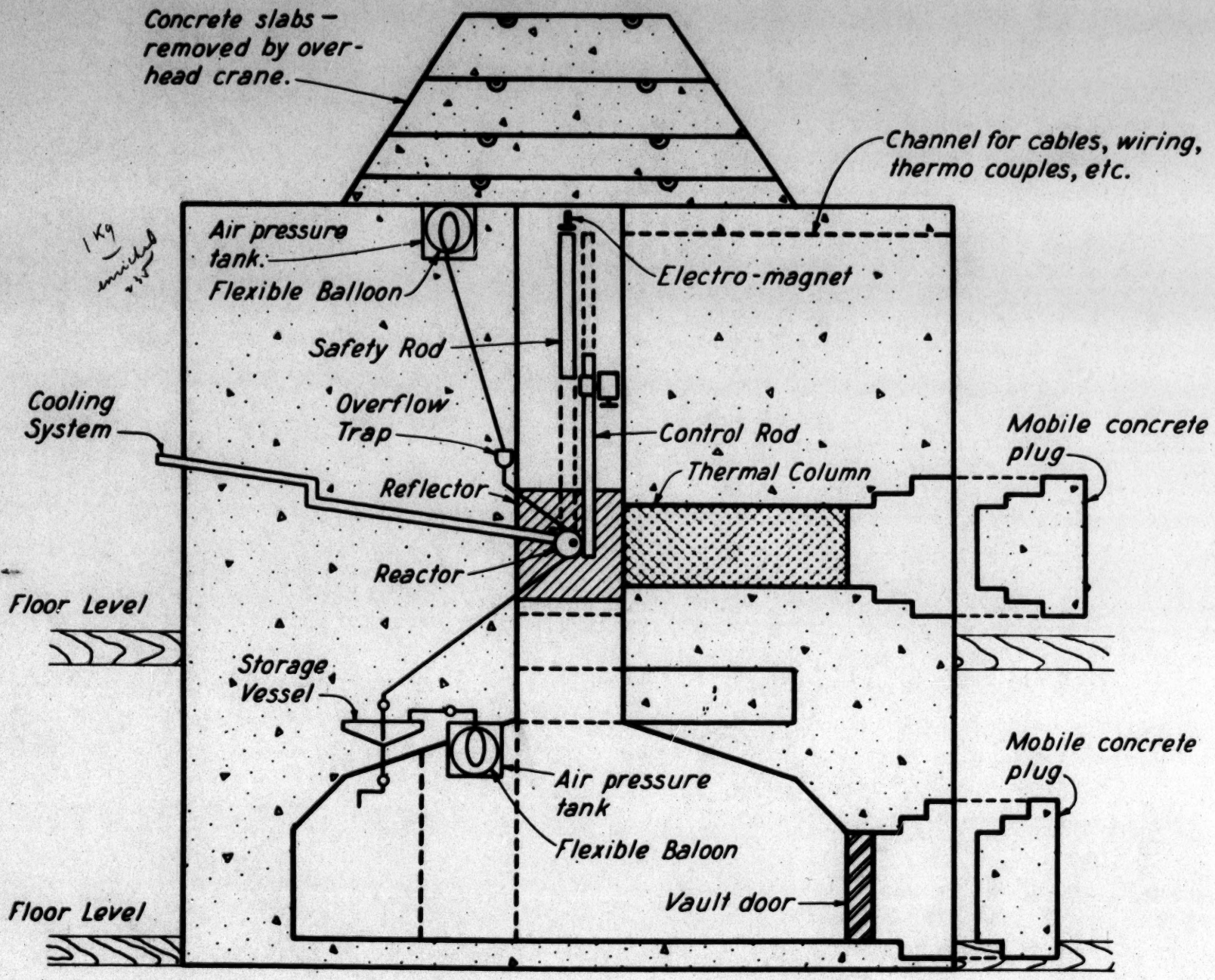

FIGURE 1

SCHEMATIC DIAGRAM OF REACTOR

Shielding is cylinder of concrete, 30 feet in diameter, 30 feet high, with vertical 4 foot coaxial hole and hollowed out base. Reactor, Reflector, control mechanism, and auxiliary systems are housed in the central coaxial cylindrical cavity. Base cavity, closed by heavy vault door, provides only access to Reactor System; room used for solution processing, radiation exposure, and special experiments. Top covered by concrete slabs. Mobile (on wheels) concrete plugs in vault door, end of thermal column, and under reactor.

The reactor will be provided with a cooling coil and a one-inch re-entrant passageway through which samples to be exposed may be passed. From the reactor, a tube will extend up into an overflow "bubble" trap and from this another tube will extend upward to a large balloon which will expand and contract as fuel is forced into or out of the reactor.

A short pipe, projecting from the lowest point of the flat, conical storage vessel into the Vault Room in the base of the assembly, provided with valves and connection flanges for attaching transportation fuel cylinders, sample tubes, refill vessels, etc., will be used for addition or removal of solution.

The fuel system will be made entirely of stainless steel, with all-welded connections. All tubes or vessels of the system will be embedded in channels in the concrete shielding, except the one tube extending into the Vault Room in the base of the assembly.

2. Reflector.

Around the reactor, a reflector of 20 inches or so in thickness, composed of suitable neutron reflector materials will be provided. A horizontal cylindrical passage through the reflector (and through the surrounding shielding), perhaps 3 inches in diameter, tangent to the surface of the reactor, through which exposure samples may be passed, will be arranged. Horizontal passage for samples to the re-entrant hole in the reactor will also be provided, as well as vertical passages near the reactor in which control and safety rods will move. The nature of the reflector material will be decided later.

3. Shielding.

The massive concrete block of the reactor assembly will provide 10 to 12 feet of concrete around the sides of the reactor. Slabs may be placed on top to any desired thickness. Underneath the reactor, if desired, layers of concrete totaling 4-5 feet, may be moved horizontally by motor-drives to close the central vertical shaft immediately under the reflector, to provide shielding for the room below. For certain experiments, it may be desirable to withdraw the concrete layers to provide unshielded radiation to the room below. The walls of the Vault Room will be 5 feet thick, and a slab of reinforced concrete will serve as the floor.

Various channels and passages through the concrete will be so arranged as to leave ample external shielding, and will be designed to minimize the amount of scattered radiation.

4. Thermal column.

Adjacent to one side of the reflector and extending horizontally outward for 5 or so feet, will be a column of graphite, 3 feet in diameter, for "thermalizing" neutrons. At the exterior face of this column, a 3-foot beam of slow neutrons, about 10^6 or $10^7/cm^2$, will be available for experimental purposes. When not in use, the column will be shielded by a 5-foot plug of concrete, arranged to move in or out on a motor driven track.

5. Control and Safety Features.

Inasmuch as this reactor will be used on a university campus, (even through at a somewhat remote point), extraordinary attention will be given to safety and control mechanisms. Unusually thick shielding will be provided. Several independent safety rods, arranged to fall by gravity under predetermined conditions, will be provided. Rapid addition of solution or rapid removal of control rods, resulting in fast increases in reactivity, will be made impossible by design of the mechanism, and will be further guarded against by meters automatically set to release safety rods if pre-set rates of increase are exceeded. Rapid automatic release of the fuel from the reflector-enclosed reactor to the unreflected, geometrically safe storage vessel, in case pre-set neutron levels are exceeded, is being incorporated in the design.

6. Cooling system.

A small copper tube, e.g., 1/2 inch, forming a water-carrying system extending from outside the concrete shielding through welded junctions into the reactor and out again, will constitute the cooling system. If further calculations show that disposal of the cooling water will become a problem because of induced radioactivity, a recirculating system, with a small specially designed pump, may need to be included in the design.

7. Fuel required: Power level.

According to Dr. Christy's estimates in MDDC-72, about 1 kilogram of enriched U-235, more or less depending on the reflector used, in water solution, as nitrate or sulfate, is needed for operation of a water boiler. The proposed reactor is intended for operation at a maximum power level of about 5 KW. This should be easily amenable to control and operation, and should provide adequate radiation levels for its anticipated use. A reactor of this size should yield an internal flux of about 10^{11}, and a flux of 10^7 thermal neutrons per cm^2 per sec. at the face of the graphite column (MDDC-72).

The fission of 1 gram of U-235 should provide 1000 Kilowatt days of power. With the reactor operating at 5 KW output, 1 gram of U-235 should provide 200 days of continuous operation. The reactor, on the average, probably will not operate at maximum level more than five out of each twenty-four hours. Therefore, fission of one gram should require several years.

This would mean that addition of fuel or re-processing of fuel for removal of fission products should have to be done very rarely. When this does become necessary, provisions are incorporated in the design for withdrawal of the fuel into shielded containers. The solution could then be shipped back to Oak Ridge and there re-processed or exchanged for a new supply.

8. Instrumentation, Control panel.

It is intended that a clear area 15 to 30 feet wide be maintained on all sides of the reactor in order to provide maximum accessibility and flexibility in use of auxiliary equipment. The operating-control panel will be located to one side of the reactor, and so arranged that all necessary instruments for operation and control will be within easy reach of one operator. The operator will have no other duties than those involved in operating the control mechanism. Manipulation of auxiliary experimental equipment, etc., will be the responsibility of other persons, and controls, meters, etc., associated with experiments will be completely separate and removed from the reactor control panel. The key instruments on the control panel will be equipped with indicating meters, either audible or visual or both, and with automatic recording mechanisms for providing permanent records. At the rear of the control panel, on the side fartherest from the reactor, a small demonstration classroom for 50 or so students, with elevated tiers of seats, is intended.

9. A Building for the Reactor.

There is on the State College campus a building excellently adaptable as the reactor site. (Fig. 2). This building, 52 feet wide, 102 feet long and 55 feet high, was constructed during the war by the Bureau of Mines for use in blast furnace research investigation, but was not used for this purpose. The 20 feet nearest the front of the building is arranged with four floors of offices, work rooms, and laboratories. The remaining portion of the interior at street level is in the form of a single huge (52' x 82') work area, with no partitions, at 10 feet above basement level. The terrain contour permits a truck driveway entrance to the first floor level on one side of the building, and to the basement level on the other side.

Fig. 2. Bureau of Mines Building, State College Campus

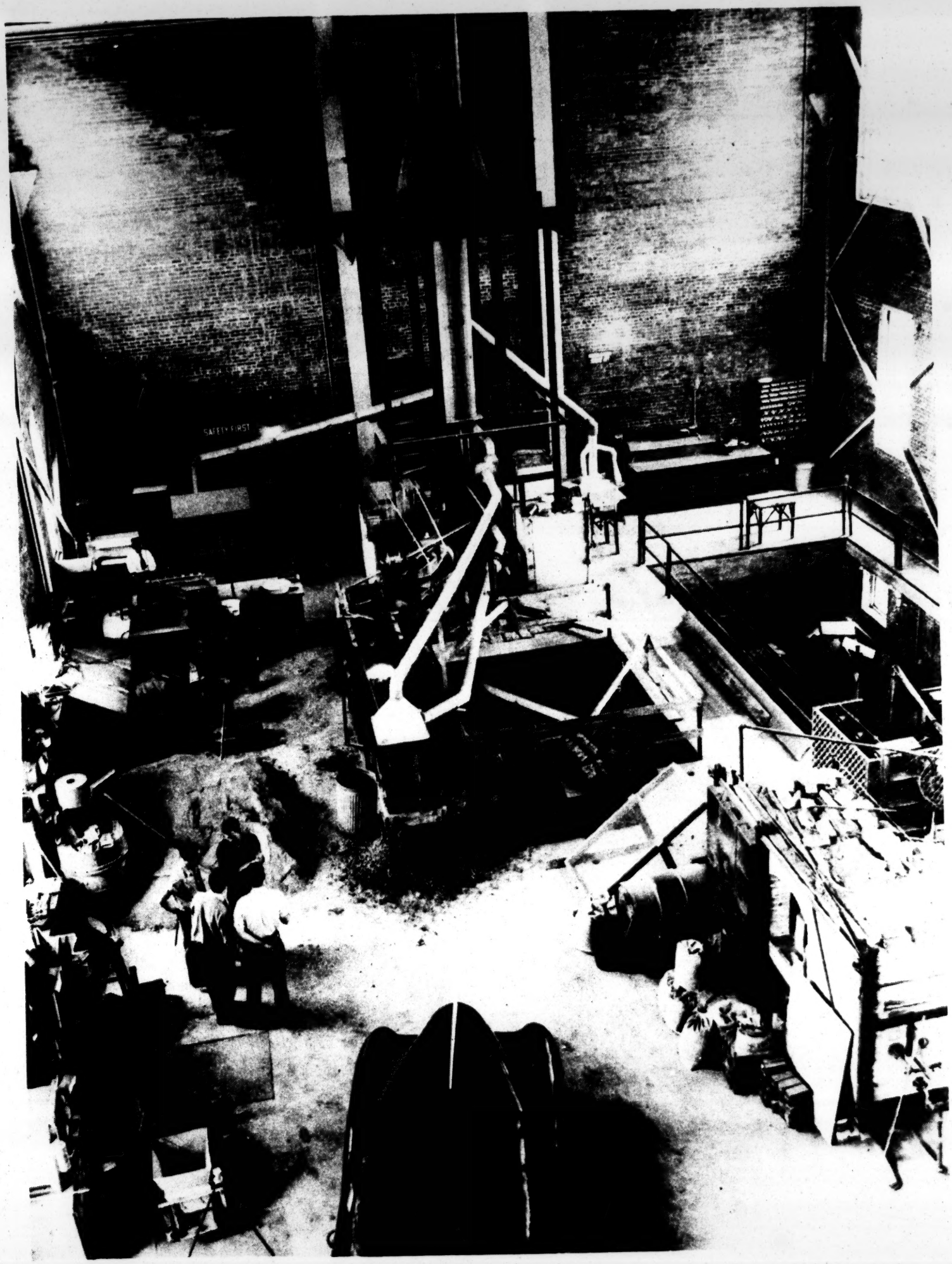

Fig. 3. Interior of Bureau of Mines Building

Figure 2 shows a portion of the furnace area inside the building. The steel-beam roof supports (not visible) are 45 feet above the floor. Provisions are incorporated for an overhead crane in this area. Toward the right side of the floor area, through an opening in the floor, a portion of the basement may be seen.

At the rear center of the building a large stack, originally intended for furnace exhaust, is located. (Figs. 1, 2). This stack, extending some 40 feet above the roof of the building, would provide an excellent means for dispersal into the atmosphere of small amounts of undesirable gases which might develop in the reactor work.

The Bureau of Mines Building is located on one edge of the engineering and agricultural quadrangle of the campus. The Seaboard Railroad tracks lie 100 feet to the rear of the building. Across the street on the east side of the building lies the site on which is now being erected the new Mechanical Engineering Building. Next, beyond the Mechanical Engineering Building lies the Zoology Building, then the new Engineering Research Building, and the Physics Building.

In preliminary conferences, there have developed promising indications that the Bureau of Mines will be willing to permit use of their building for the reactor site. Bureau officials have, in fact, expressed an interest in arranging a program of joint participation with State College in nuclear researches in metallurgy which might involve use of the reactor as a tool. Both the possibilities of a joint program and use of the building as a reactor site are being explored further.

The Bureau of Mines Building, though ideally suited to house the reactor, cannot provide adequate space for the sample preparation rooms, counting rooms, radio-chemical synthesis and analysis laboratories, which should accompany the reactor. Some of these, of course, could be located in the building, but more space, in an added wing or in a separate, adjacent building should be provided.

FACILITIES AT NORTH CAROLINA STATE COLLEGE

1. General.

North Carolina State College is located at Raleigh, North Carolina, the capital of the state. The University of North Carolina, at Chapel Hill, and Duke University at Durham, are 25 and 20 miles, respectively, from Raleigh. The fast growing new University Medical School is at Chapel Hill, the famous Duke Medical School is at Durham, and the widely-known medical school of Wake Forest is at Winston-Salem. All these, as well as numerous other institutions in the nearby area, would be expected to participate in the benefits of the proposed reactor.

Broad technical curricula in three major divisions and several smaller divisions of North Carolina State College are offered the 5000 students. The major divisions are: School of Textiles, recognized as one of the leading textile schools in the nation; School of Agriculture, one of the largest and most progressive in the south; and the School of Engineering, which in the last 4 years has experienced remarkable expansion and improvement in personnel and curriculum. The departments of chemical, civil, electrical, ceramic, metallurgical and mechanical engineering, which will participate directly in the Nuclear Engineering and Reactor programs, are particularly strong.

The Physics Department, until recently, has had a staff of some 18 - 20, engaged primarily in service instruction of students in other fields on undergraduate levels, with little attention being given to advanced instruction and research. The department is now committed to a policy of expansion at advanced levels and to an emphasis on research, with the double objective of (1) providing sound instructional support of advanced programs in other fields and (2) offering a curriculum leading to Ph.D. training in Engineering Physics and Nuclear Engineering. A number of men with advanced training will be added to the staff as rapidly as they can be procured.

The Chemistry Department, under a new department head, is in sound condition, with staff and curriculum adequate for training of men to the Ph.D. level.

The Research Engineering Department of the School of Engineering is a rather unique and quite successful venture into the somewhat unstandardized field of relationship between a state's technical college and the industries of the state. The department devotes its attention solely to research and development projects,

most of which are directly involved in industrial or governmental activities and operations. The department is supported partly by college subsidy and partly by the industries interested in the research projects. Very close coordination and liaison is maintained between the work of the Research Department and the researches of the other departments. Exchange of personnel and joint usage of equipment is encouraged.

2. Coordination between departments.

One item worthy of particular mention is the usual extent of coordination and mutual assistance between individual departments of the Engineering School, in furtherance of the over-all goals of instruction and research. Whether or not the proposed reactor is built, for example, a considerable portion of instruction in the Nuclear Engineering program, which will be the primary responsibility of the physics department, will be obtained by the student from courses in the chemical, electrical, metallurgical, and mechanical engineering departments. Much of the research program to be instituted by the Physics Department will have mutual interest for other departments and a number of projects will be joint undertakings with other departments.

The combined interest, and the availability of equipment and personnel from all departments concerned constitutes a tremendous asset to the proposed reactor program, and greatly enhances the prospects of success for the program. The reactor program, in turn, would be expected to increase the coordination and cooperation between the various departments.

3. Interests in radioactivity.

Numerous shipments of radioactive isotopes have been obtained by State College research teams from the Atomic Energy Commission. A number of experiments, principally in the School of Agriculture, are now underway. Many more experiments are under consideration, but are being hampered by the lack of trained personnel. There is a large and growing demand for training facilities in radioactive tracer technology. It is intended that instruction in this field be initiated as soon as possible, whether the proposed reactor program is approved at once or not.

Approval of the reactor proposal would lend enhanced interest to this field, would permit the curriculum content and laboratory location to crystallize in accord with requirements which will exist when reactor operation begins, and would assure availability for research purposes in the laboratories of

the area a vareity of materials and facilities not now available.

4. Buildings.

A major expansion in physical facilities at State College is in progress. Altogether, some 18 or 20 million dollars have been allocated for new buildings. A number of departments will have entirely new quarters, and others will have considerably enlarged space. A large new building intended to house Chemical Engineering, Research Engineering, and a portion of the research and advanced laboratory activities of other departments will be completed about April, 1950. This will be followed by a new Mechanical Engineering building and addition of two floors onto the Civil Engineering building and a 4 story wing adjacent to the Electrical Engineering building. A new library is authorized, as well as 4 to 6 new buildings for the School of Agriculture.

Plans for adequate equipment for the new buildings (e.g., electron microscope, x-ray machines, etc.) are included in the construction program.

5. Personnel.

A considerable list could be given of persons on the State College staff with excellent training and ability who would be available for assistance and participation in the reactor design, construction, operation and research.

Dr. Arthur C. Menius, Jr., theoretical physicist, has had extensive experience in electron microscopy, x-ray research, and (during the war at the Applied Physics Laboratory of Johns Hopkins University) on proximity fuse research. He has made significant contributions to calculations and design study of the proposed reactor, and will play an important role in the use of the reactor.

Dr. Arthur Waltner, experimental physicist, has excellent training and experience in nuclear physics and design of electronic apparatus. His assistance in instrumentation for the reactor and his participation in the subsequent nuclear research program should be quite significant.

Dr. Nathan Hall, chemist, has now in process a number of experiments involving use of isotopes from Oak Ridge. He attended the training school in Radioactive Tracer Techniques of the Oak Ridge Institute for Nuclear

Studies, and participated in research problems involving active materials at Beltsville, Maryland, and at other places. Dr. Hall will be expected to participate strongly in research projects involving the reactor.

Dr. Philip Pike, chemical engineer, has made significant contributions in research on various chemical engineering problems at North Carolina State College. He is now (spring and summer, 1950) at Oak Ridge, Tennessee, being indoctrinated in the practices and techniques relating to radioactive materials. Upon his return he will continue his researches on chemical engineering problems, with the use of active ingredients as tools in the investigation.

Dr. J. H. Jensen, plant pathologist, is widely recognized for his researches in plant pathology. He spent one and one half years as chief of the Biology Branch of the Atomic Energy Commission's Division of Biology and Medicine, and still continues as a consultant to this division. He is also serving as chairman of the subcommittee on Waste Disposal and Decontamination in the Bureau of Standards. In the fall of 1949 he returned to full time work as professor and head of the plant pathology department of State College. He is extremely interested in the proposed reactor and will make extensive use of its radiation in his researches.

Dr. A. G. Guy, metallurgist, had 3 years experience in research with the General Electric Company, on Precipitation Hardening Studies and High Temperature Alloys, before joining the mechanical engineering department of North Carolina State College. He is now studying metallic diffusion, and plans to use radioactive atoms in this study. His use of the reactor is expected to be considerable.

Dr. E. M. Schoenborn, professor and head, chemical engineering department, is keenly interested in the research and educational possibilities of the reactor. He is an unusually productive research scientist, with a valuable background of collaborating and consulting experience with such industrial organizations as Pratt and Whitney, Snythetic Rubber, the Koppers Company, etc., on problems of fluid flow, distillation, heat transfer and production of plastics. Dr. Schoenborn is interested in continuing his researches, with the use of radiation and radioactive materials as tools in securing information which otherwise would not be accessible.

There are numerous other members of the college staff who would participate significantly in the research program involving the reactor. The above named constitute a fair sampling from various departments of State College. No attempt can be made here to list the various individuals at other institutions who would make effective use of the reactor in their research projects. Leaders in several groups have expressed unusually keen interest in the success of the effort to obtain a reactor at State College. Among these are: Dr. Paul Shearin, professor and chairman of the Physics Department of the University of North Carolina; Dr. Walter M. Nielsen, professor and chairman of the Physics Department of Duke University; Dr. Arthur Roe, director of the radiochemical laboratory at the University of North Carolina, and Dr. Van Cleave, who is the leader in the radioactivity research program of the medical school of the University of North Carolina.

In the final analysis, however, it is recognized that responsibility for the reactor program and the safety and security of the personnel (and the fissionable material) must be entrusted to persons who have had training and experience in the actual operation and behavior of nuclear reactors. Final approval of the design and the safety of the reactor, of course, will be given by the Commission experts, who it is hoped, will also be available during subsequent operation for consultation and advice. But for operation and day to day decisions, there should be at least a few key men who have had first-hand experience in reactor behavior.

The experienced persons who will be available to the reactor program at North Carolina State College are:

Dr. Clifford K. Beck, formerly Director of Research for Carbide and Carbon Chemicals Corporation at the K-25 laboratories in Oak Ridge, and currently Head of the Physics Department of State College. Dr. Beck has had wide general contacts with the various reactors on the commission, and in addition has had specific experience in two fields directly related to the proposed reactor program: (1) for 3 years he was chairman of the Special Hazards Committee of the K-25 Plant, with primary responsibility for safety of the plant from inadvertent accumulations of fissionable material in reactive quantities. (2) For 3 years, Dr. Beck was the leader and personally responsible director of a uranium criticality research team which brought to a chain-reacting condition more individual assemblies of uranium than any other known group. Dr. Beck and his team spent 3 months at Los

Alamos in 1946 being trained in this work, and from that time to September 1949 was continuously engaged in studies of critical accumulations of uranium under a variety of conditions.

He is now an active consultant on criticality problems to the K-25 plant at Oak Ridge and to the Atomic Energy Commission at Hanford, Washington, and is also a Responsible Reviewer for the Commission, involved in information declassification activities.

Dr. Raymond L. Murray, presently completing requirements for the Ph.D. degree in the University of Tennessee program at Oak Ridge, will join the Physics staff at State College in the summer of 1950. He has had three years of direct experience in performing critical experiments on uranium compounds, in theoretical calculations, and in responsibility for the Special Hazards program at the Electromagnetic Separation plant at Oak Ridge. His total experience of 6 years at Oak Ridge includes a large amount of theoretical and experimental research on ionization and behavior of ions, mass-spectrographs, and cyclotron design.

At least one additional man with considerable experience in criticality work, of at least Master's degree training, will be employed by State College to assist in the operation of the reactor.

Additional men in the vicinity of Raleigh possessing valuable background experience in theoretical and experimental association with reactor problems, who have expressed a willingness to render assistance with the reactor as needed are, Dr. Eugene T. Greuling, theoretical physicist, with experience at Los Alamos and Oak Ridge; Dr. L. Nordheim, wartime director of the theoretical physics division at Oak Ridge, and Dr. Henry Newson, experimental physicist, who engaged in critical experiments at Oak Ridge and Los Alamos. These three are from Duke.

Tentative thought has been given to the possibility of organizing a Steering Committee of experienced reactor men in the vicinity or Raleigh, for the purpose of periodic scrutiny and guidance of the operation of the reactor and research program.

MAJOR CONSIDERATIONS

1. **Physical Security of Fissionable Material.**

By using a totally closed fuel system, with all-welded stainless steel construction, and totally enclosing the system inside of reinforced concrete, with the only access to the system being a massive vault door covered with a large plug of concrete, it is hoped that a large portion of the security requirements of the Commission can be met. Necessary alteration or supplementation of the watchman policy of the college, if needed can be worked out in consultation with A. E. C. representatives.

2. **Safety of Personnel**

Research in the physics department of almost any modern university involves use of high voltage, x-rays, highly compressed gases, cyclotrons, etc. Hazards and potential hazards are encountered in every increasing numbers. To these, which have become somewhat familiar, one must now add the simultaneously glamorous but sinister hazard of radioactivity and reactor radiations. These hazards, however, like all others, can be avoided by adequate safety training, insistence on approved technique, and where possible, built-in, fool-proof automatic safety features in the equipment itself.

Unusual attention will be given to safety features in the reactor design. Large margins of safety will be incorporated in the design, to the extent that even possible accidents involving uncontrolled increases in radiation, will not result in serious exposure of personnel. In addition thereto, incorporating safety consciousness in the basic techniques will be stressed as part of the general training of all participants in nuclear engineering.

3. **Classified Information.**

It is intended that the operation and uses of the reactor be kept entirely in the field of unclassified research. Part of the design of the machine, certain features of its operation, and inadvertent information encountered in its use, however, may fall into classified categories. It is proposed, therefore, that the staff directly concerned with the design and operation of the machine, and such others as later appears desirable, be cleared by the Atomic Energy Commission for access to classified information. Training will be given these men as to the boundaries of classified information, and those areas of knowledge which must be safeguarded. Should restricted information of interest be encountered in reactor operation or use, such information will be processed through regular Atomic Energy

Commission channels.

Dr. Beck has been for several years a Responsible Reviewer for the Commission, with responsibility for rendering decisions according to Commission policy on information which may be released to the public, and he will continue to serve in this capacity under consultant contract. Up-to-date information, therefore, will be available at all time on Commission policy on unclassified areas of research.

4. Safe Operation.

The Atomic Energy Commission and, of course, the administration of State College will have vital concern that the reactor should never exceed safe operating limits at any time. On the project, numerous reactors have operated in safety for several years. Two factors are essential: (1) sound design of the equipment and (2) operation by dependable, experienced, personnel. Before final approval of the reactor design or initial operation, both the A. E. C. and State College should be satisfied that both these requirements are adequately met.

5. Finances.

If approval is given by the Atomic Energy Commission for the reactor to be constructed, it is believed that State College will be able to supply the necessary financial support. It is requested, however, that provision be made in the contract for such instrumentation relating to the reactor as may be available in Atomic Energy Commission surplus stocks, to be made available to State College. The Commission may wish to contribute a share of the cost of such projects as may be specifically performed for the benefit of the Commission. It is suggested that the Commission underwrite the cost of any guard system considered necessary for the physical security of the fissionable material, beyond that normally provided by the College watchman system and the built-in safeguards of the assembly.

TIME SCHEDULE: COST

If the overall idea, that a low-power nuclear reactor along the lines described above can be built and operated on a university campus as a tool for instruction and research in Nuclear Engineering, is compatible with the policy of the Atomic Energy Commission, and if approval is given the proposal to design and build such a reactor at North Carolina State College, a rough time schedule of operations and an approximate estimation of costs can be conjectured. The minimum time requirements are listed below. Somewhat longer time schedules may actually be realized.

April 1950	-	Submission of initial proposal to the Commission, followed by conferences, discussions, etc.
May 1950	-	Approval by the Commission; establishment of lines of contact between the A.E.C. and N. C. State College; initiation of F.B.I. clearance of staff.
June - August 1950	-	Theoretical calculations, crystallization of reactor design, auxiliary systems, preparation of blueprints. Close contact and coordination with A.E.C. groups. Construction or alteration of buildings.
September 1950 to January 1951	-	Construction and assembly of the reactor; "dry" runs.
January 1951	-	Delivery of Fissionable material from A.E.C.
February 1, 1951	-	Initial operation of the Reactor.

The cost involved in constructing and equipping the reactor are difficult to estimate. The numbers quoted below are believed to be of the correct order of magnitude.

1.	Alteration of building, installation of overhead crane, excavation for reactor foundation, partitions, etc.	$30,000
2.	Reactor construction; 700 cu. yds. concrete @ $30., including foundation, forms for holes and channels	30,000
3.	Vault door and motor-driven carriages for concrete plugs	15,000
4.	Fuel solution system, control rods, fitting the reflector, thermal column (4 cu. yds. graphite), etc.	20,000
5.	Instrumentation, control panel: detectors, amplifiers, recorders, thermocouples, gauges, solution level indicators, (some of this may be available as surplus from A.E.C. Labs)	30,000
6.	Contingencies; travel, consultant fees, supervision	25,000
		$150,000

(Auxiliary counting rooms, tracer laboratories, sample preparation and purification facilites, etc., are not included).

CURRICULUM

IN NUCLEAR ENGINEERING

At

NORTH CAROLINA STATE COLLEGE

Physics Department

School of Engineering

NORTH CAROLINA STATE COLLEGE

of

The University of North Carolina

Raleigh North Carolina

March 25, 1950

A CURRICULUM IN NUCLEAR ENGINEERING

Preface

Out of the urgent demand of military necessity in World War II, man's nuclear Era was born: with the suddenness of a bomb burst, in the desert of New Mexico, on August 5, 1945. In the wake of that violently successful birth, visions of blessings to mankind, amazing in scope and almost within grasp, have arisen to challenge our generation of engineers and scientists. The continued demand of military necessity and the inadequate supply of men with sufficient training in this highly technical field have prevented a satisfactory response to this challenge. In a few medical centers, research laboratories and industrial organizations a beginning has been made. Highly valuable have been the rewards and, more important, the certainty has grown that the visions of blessings, with adequate effort, can be turned into concrete reality. But with equal certainty, it now becomes apparent that far more men with superior ability and thorough training must be made available if potential benefits in significant measure are to be realized. Out of the colleges and universities must come men with the necessary training and practical ability to fill the large and growing needs of industry, of research and government laboratories, of medical centers, and of the armed forces in this new field of technical endeavor.

To meet these urgent needs, the Physics Department of North Carolina State College has undertaken to establish a course of study in Nuclear Engineering. The plan of the curriculum and various factors relating thereto are described in this bulletin.

A Curriculum in Nuclear Engineering

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A CURRICULUM IN NUCLEAR ENGINEERING

Introduction

A Nuclear Engineer is one who engages in some activity involving or relating to nuclear processes, and in that activity is able to understand the problems involved and to exert sensible efforts toward the practical solution of the problems. The range of these activities may be extremely broad. The procurement, purification, and preparation of nuclear fuels, the design, implementation and operation of nuclear reactors, utilization of reactors for producing power or radioactive isotopes, medical, physical and industrial research and applications, are only a few of the possible activities in which a Nuclear Engineer may engage. In many activities he is hardly distinguishable from some other type of engineer or scientist. For examples, in mining uranium he is a metallurgical engineer, in providing instrumentation for a reactor he is performing as an electronic engineer, and in the study of aircraft propulsion by nuclear power he approximates an aeronautical engineer. Yet in all these activities, the nuclear engineer must have not only the usual technology relevant to the particular processes, but also the added ability to recognize, understand and cope with the nuclear phenomena involved.

A Nuclear Engineer therefore must possess the usual engineering requisites, abilities and attitudes and, in addition thereto, an intimate knowledge of nuclear technology and the subtle differences in philosophy in approaching problems in this new field.

Degrees Offered

The Nuclear Engineering curriculum offered by N. C. State College, as presently organized, provides a full four year undergraduate course of study, terminating in the degree of Bachelor of Arts in Nuclear Engineering. Beyond this, for those desiring further training, two programs are offered. The "fifth year" program provides intensive training in Nuclear Engineering with some opportunity for elective work in a secondary field of interest. This program terminates in the Professional Degree of Nuclear Engineering. The master's degree program offers somewhat wider opportunity for elective courses; requires knowledge of one foreign language and submission of a thesis for graduation. This program terminates in the degree of Master of Science in Nuclear Engineering.

The Physics Department also offers, of course, degrees in Physics. Particular emphasis is placed on engineering physics and the physics of matter in the solid state.

Plan of the Curriculum

Inasmuch as it is the responsibility of the College to provide a student with training in the essential qualities of good citizenship no less than in technological skills, a broad coverage of the humanities, english, history, etc., is required, as well as mastery of the technical course-sequences. Essentially five groups of courses are included in the undergraduate curriculum.

1. Humanities: english, history, government, economics.....

2. Basic Sciences: physics, mathematics, chemistry.....

3. Applied Sciences: mechanical engineering, thermodynamics, electrical engineering, strength of materials, fluid mechanics.....

4. Nuclear Technology: nuclear physics, tracer technology, reactor theory, chemical processes, instrumentation.....

5. Elective: for further taining in particular fields of interests.

Undergraduate Curriculum in Nuclear Engineering

A tabulation of the courses in the undergraduate Nuclear Engineering curriculum is presented below, and a schematic diagram of the course sequences is shown in Figure 1.

UNDERGRADUATE CURRICULUM IN NUCLEAR ENGINEERING

Courses	Credits F	W	S
Freshman Year			
Humanities	3	3	3
English	3	3	3
Mathematics	4	4	6
Chemistry	4	4	4
Engineering Drawing	2	2	2
Physical Education	1	1	1
Military Science	2	2	2
	19	19	21
Sophomore Year			
Humanities	3	3	3
Physical Education	1	1	1
Military Science	2	2	2
Calculus, I, II, III - Math. 201, 202, 203	4	4	4
Physics, 201, 202, 203	5	5	5
Technical Electives *	3	3	3
	18	18	18
Junior Year			
Humanities	3	3	3
Elective (Military)	3	3	3
Differential Equation - Math. 401	3	0	0
Physics: Electricity & Mag. 401, 402, Optics 403	4	4	4
Modern Physics 407	0	3	0
Nuclear Engineering 409	0	0	3
Technical Electives *	6	6	6
	19	19	19
Senior Year			
Humanities	3	0	3
Elective (Military)	3	3	3
Physics: Nuclear Physics 415	4	0	0
Radioactive Technology 420	0	4	0
Elementary Reactor Theory 430	0	0	3
Health Physics 418	0	3	0
Technical Electives *	9	9	9
	19	19	18

*The Technical Electives must include Engineering Mechanics (9 credits), Electrical Engineering (6 credits), Strength of Materials and Fluid Mechanics (6 credits), Thermodynamics (6 credits), and 12 additional credits in engineering; the order of choice depending on prerequisite considerations in the field of interest of students. Fifteen to thirty three technical elective credits (depending on the extent of military training desired) remain to be used according to the secondary field of interest of the student.

Figure 1

SCHEMATIC DIAGRAM OF THE UNDERGRADUATE CURRICULUM IN NUCLEAR ENGINEERING

Field of Study are indicated in Column 1. Course numbers and credit hours are indicated by academic year and term in the remaining columns. The notation $\underline{103}_3$ refers to course No. 103, carrying a credit of 3 quarter hours, in the Field of Study indicated in Column 1.

1	2	3	4	5
	Freshman Year	Sophomore Year	Junior Year	Senior Year
Fields of Study	Credit numbers and credit hours	Credit numbers and credit hours	Credit numbers and credit hours	Credit numbers and credit hours
English	$\underline{101}_3$ $\underline{102}_3$ $\underline{103}_3$			
Engineering Drawing	$\underline{101}_2$ $\underline{102}_2$ $\underline{103}_2$			
Physical Education	$\underline{101}_1$ $\underline{102}_1$ $\underline{103}_1$	$\underline{201}_1$ $\underline{202}_1$ $\underline{203}_1$		
Military Science	$\underline{101}_2$ $\underline{102}_2$ $\underline{103}_2$	$\underline{201}_2$ $\underline{202}_2$ $\underline{203}_2$		
Humanities	—3 —3 —3	—3 —3 —3	—3 .... —3	—3 —3 —3
Mathematics	$\underline{101}_4$ $\underline{102}_4$ $\underline{103}_6$	Calc.$_4$ Calc.$_4$ Calc.$_4$	Diff. Eq.$_3$	
Chemistry	$\underline{101}_4$ $\underline{102}_4$ $\underline{103}_4$			
Physics: Basic	....	$\underline{201}_5$ $\underline{202}_5$ $\underline{203}_5$	....	$\underline{401}_4$ Elec. $\underline{402}_4$ Mag. $\underline{403}_4$ Optics
Nuclear	....	....	.... $\underline{407}_3$ Mod. Phy. $\underline{409}_3$ Nu. Eng.	$\underline{415}_4$ Nu. Phy. $\underline{420}_4$ Tr. Tech. $\underline{430}_3$ React. Th.
			$\underline{411}_3$ Nu. Eng. Instrumentation	$\underline{418}_3$ H. Phys.
Engineering	....	$\underline{201}_3$ $\underline{202}_3$ $\underline{203}_3$ Fundamentals of Elec. Eng.	$\underline{311}_3$ $\underline{312}_3$ $\underline{313}_3$ Engineering Mechanics	$\underline{321}_3$ Str. of Mat. $\underline{430}_3$ El. Mech.
			$\underline{307}_4$ $\underline{308}_4$ Thermodynamics	
Electives *	....	....	—4 —4 —4	—3 —3 —3
			—3	
			—3 —3 —3	—3 —3
Total credit hours per term	19 19 21	18 18 18	20 20 19	20 17 19

* Must include 12 credit hours in Engineering courses. Additional work in Mathematics and Chemistry is recommended.

Post Graduate Study in Nuclear Engineering

(For Prerequisites, see Eligibility, below)

Professional Degree in Nuclear Engineering
(Fifth Year Curriculum)

Mathematics (above differential equations)	6	credit	hours
Physics	9	"	"
Special Problems	3	"	"
Seminar	3	"	"
Technical Electives	24	"	"

Master of Science in Nuclear Engineering

Mathematics (above differential equations)	6	credit	hours
Physics	9	"	"
Thesis	6	"	"
Seminar	3	"	"
Technical Electives	21	"	"

(A reading knowledge of French or German must be demonstrated)

In either program, the following courses must be included for graduation:

515 Advanced Nuclear Physics
518 Advanced Health Physics
420 Radioactive Tracer Techniques
430 Reactor Theory

Eligibility

1. Undergraduate.

The Freshman courses and most of the Sophomore courses taken by all students in the Engineering School of State College are practically the same, for all curricula. At the Junior and Senior level, specialized courses relevant to particular curricula are introduced. As is the case in other engineering curricula, specialized courses begin in the first quarter of the Junior year.

The student therefore desiring to enter the nuclear engineering curriculum may do so quite freely at any point to the beginning of the Junior year by meeting the usual engineering standards up to that

point. Juniors or Seniors seeking transfer into nuclear engineering may do so provided arrangements can be made in their subsequent schedule to include the requisite courses for graduation as nuclear engineers.

2. Graduate.

The student who comples satisfactorily (grades of B or better) the undergraduate course in Nuclear Engineering may enter directly the professional fifth year or the Master's degree program. Other candidates will have to satisfy entrance requirements roughly equivalent to the technical contents of the undergraduate program. Each case will be considered individually, but the general preparation should contain at least the equivalent of the following:

Mathematics: Calculus, Differential Equations
General Physics: 12 credits above Sophomore Physics
Nuclear Physics: 3 credits in Modern, 3 credits in Nuclear Physics
Chemistry: 12 credits
Biology: 8 credits
Engineering: Electrical Engineering (6), Mechanics (9), Strength of Materials and Fluid Mechanics (6), Thermodynamics (6), 12 additional credits in technical courses.

Courses of Instruction

The courses comprising the nuclear curriculum are of two types: standard courses, such as english, humanities, general physics, chemistry, mathematics and the basic engineering courses; and specialized courses relating specifically to nuclear technology, such as reactor theory, tracer techniques, biological and chemical effects of radiation.

The standard courses are available from the usual departments of the college; electrical, chemical, mechanical, etc. State College is particularly well suited to provide this basic foundation training for the nuclear curriculum. The ceramic, chemical and electrical engineering are particularly strong, being approved to offer Ph.D. programs, and other departments, such as mechanical, civil, mathematics, industrial, etc. are being rapidly developed.

The specialized courses likewise are offered by several departments, though the physics department provides the major portion. The special courses available to nuclear engineering (and other) students are listed below:

Physics Department

Number and Title of Course	Credits		
407 Modern Physics	0	3	0
409 Nuclear Engineering	0	0	3
411 Nuclear Instrumentation	0	0	3
415 Nuclear Physics	4	0	0
515 Advanced Nuclear Physics	0	3	0
418 Health Physics	0	3	0
518 Advanced Health Physics	0	0	3
420 Radioactive Tracer Technology	0	4	0
430 Elementary Reactor Theory	0	0	3

Chemistry Department

419 Micro- and Trace-Chemistry	0	4	0
441 Radiochemical Techniques	0	0	3

Chemical Engineering

4xx Processing and disposal of Radioactive Chemicals	0	0	3

Zoology Department

414 Biological and Chemical Effects of Radiation	0	3	0

Botany Department

483 Medical and Biological Applications of Tracers	0	0	3

A complete list and a brief description of courses offered by the Physics Department is attached to this bulletin as Appendix A. Appendix B contains a description of the special courses offered by other departments. The regular college catalogue may be consulted for information on regular courses available in other departments of the college.

Facilities; Equipment

The Physics Department of State College has only recently undergone a major shift of emphasis toward advanced instruction and research. The program in this orientation has been developed in close cooperation with the Engineering Research Department. Thus, by planning joint usage of advanced laboratory and research equipment, both departments will derive advantages not otherwise accessible to the respective departments separately.

In this fashion, the major items of equipment listed below, newly purchased, are available to physics and nuclear engineering students for instruction and research:

General Electric XRD-3 X-Ray Diffraction outfit
NORELCO X-Ray Diffraction--Geiger spectrometer outfit, with fluorescence attachment
Consolidated mass-spectrograph leak-detector
3 X-Ray radiography units (40 -- 240 KVA)
Beckman quartz spectrophotometer
Precision mounts for 2 12" telescopes
10 assorted radioactivity meters, scalers, counters, recorders
3 Brown multigraph recording potentiometers
1 small well-equipped departmental shop
1 large, precision instrument shop
Leitz ortholux microscope
Perkin-Elmer infrared recording spectrograph
Abbe' refractometer
Bellingham & Stanley research polarimeter
Knorr-Albers microdensitometer
Hilger (medium) quartz spectrograph
RCA (Universal) electron microscope

4/9/50 "purchased within last 3 months"

Space

The Physics Department occupies about one-half of Daniels Hall and a portion of the new (1949-50) Engineering Research Building. The space in Daniels Hall is used for departmental and staff offices, departmental shop, classrooms, elementary laboratories, astronomy observatory, departmental library, photography laboratory, and research rooms. The X-ray, optics, spectroscopy, radioactivity, advanced mechanics and heat, advanced electricity and magnetism, electron miscroscopy laboratories and five research rooms are located in the Engineering Research Building.

The Physics Staff

At present in the Physics Department there are eleven permanent staff members, nine instructors, and a shop technician. Plans are being made for the addition of four more members to the permanent staff: one professor, two associate professors, and one assistant professor. Now on the staff are:

Professors: Clifford K. Beck, Head; C. M. Heck (Emeritus), J. S. Meares, F. W. Lancaster, A. C. Menius, R. H Snyder, Raymond L. Murray.

Associate Professors: R. F. Stainback.

Assistant Professors: E. J. Brown, J. T. Lynn, Arthur Waltner.

Instructors: W. G. Banick, G. W. Crawford, A. K. Darby, (Mrs.) Minnie C. Harris, R. T. Hunt, H. L. Morrison, W. A. Parker, J. R. Patterson, R. M. Harding (part-time).

Shop Technician: W. E. Griffin.

Research

{ Nuclear Engrng
Solid State Physics
→ to be the major areas of research at advanced levels.

Research has not been, in the past, a matter of major emphasis in the Physics Department. However, a number of projects have been started and others are in the planning stage. Listed below are the projects now receiving active attention. The last one on the list, construction of a nuclear reactor, is a major project unprecedented anywhere in the country outside of Atomic Energy Commission establishments. The successful realization of plans for this reactor, now in the early stages, would constitute a tremendous advantage in the instruction, research and training aspect of the Nuclear Engineering program:

(a) Building a neutron source by use of the D÷D reaction (Waltner, Campen).
(b) Comparison of gross and lattice coefficients of thermal expansion by X-Ray diffraction (Menius, Hiller).
(c) Production of fine metallic powders by gas phase decomposition of volatile metal carbonyls (Beck, Banick).
(d) Heating effects of very high frequencies in very fine wires (Beck, Meyers).
(e) Electrical and X-Ray properties of Electets (Menius, Morrison).
(f) Thermal convection of fluids in sand beds (Morrison).
(g) Construction of a cloud chamber (Beck, Waltner).
(h) Correlation of static deflection with resonant vibration in string galvanometers (Crawford).
(i) Scanning X-Ray television instrument (Beck).
(j) Construction of a nuclear reactor (staff).

APPENDIX A

PHYSICS COURSES

For Undergraduates

Phys. 201 General Physics	5 or 5 or 5
202,	5 or 5 or 5
203,	5 or 5 or 5

Co-requisite: Math 201.

Required of sophomores in Engineering and Agricultural curriculum B.

General Physics, somewhat more analytical in content than Physics 211, 212, 213, stressing problem solution and engineering applications. Recitations, demonstrated lectures, problem drill and laboratory work are coordinated to give a working knowledge of the basic principles of Physics. Phys. 201, mechanics; Phys. 202, sound and electricity; Phys. 203, heat and light.

Staff.

Phys. 211, General Physics	4 or 4 -- 0
212,	0 -- 4 or 4
213	0 -- 0 -- 4

Prerequisite: Math. 102 or equivalent.

Required of sophomores in Textile.

Recitations with demonstrations and laboratory work; presented at college level. Phys. 211, mechanics; Phys. 212, heat and light; Phys. 213, sound and electricity.

Staff.

Phys. 215, General Physics. 5 or 5 or 5

Prerequisite: Math. 112.

Required of sophomores in agricultural curricula A, C, D, and F.

Recitations with demonstrations and laboratory work; a short course with emphasis on mechanics, heat and weather, applications of light and electricity on the farm.

Staff.

APPENDIX A

Phys. 223. Astronomy and Astrophysics. 0-0-3

Prerequisites: Phys. 211 or equivalent, Math. 103 or equivalent.

A general course in astronomy and astrophysics. Introduction to techniques and procedures in astronomical observations. Occasional laboratories; observations with telescope.

Phys. 301, 302, 303. Intermediate Physics I. 4-4-4

Prerequisite: Phys. 203 or equivalent.

Mechanics, heat, and sound on an intermediate level. Physics 303 replaces Physics 413. Intermediate Physics I, together with Intermediate Physics II, (401, 402, 403), constitutes an integrated study of classical physics at the next level above general sophomore physics. Lectures, problems, and recitations, and one laboratory each week.

Phys. 311. Light and Color in Industry. 3 -- 0 or 3

Prerequisite: Phys. 213 or equivalent.

Survey of the fundamental principles of light and radiation; photometry, illumination and distribution of light; lighting calculations, fluorescent lighting; the physiological and psychological aspects of light and color; color theories, standardization of color; color contrast, and color harmony. Special emphasis placed on development of color harmony.

Phys. 322. Descriptive Meteorology. 0-3-0

Prerequisite: Phys. 212 or equivalent.

Explanation of the weather and associated phenomena at an introductory level. Structure of the atmosphere; instrumentation; heat balance and primary circulation of the atmosphere; air masses, fronts, and waves; tertiary circulations; atmosphere of the lowest 10 meters.

Phys. 323. Applied Meteorology. 0-0-3

Prerequisite: Phys. 322 or equivalent.

Technique of application of meteorological data to problems in Engineering, Agriculture, Forestry, etc., where weather is a factor, using principle of expectations as the basis for analysis. Examples from several fields as illustrations of various analysis techniques.

Phys. 327. Laboratory Techniques in Photography. 3-0-0

Prerequisite: Phys. 203.

A treatment of the general principles of photography with special applications in the fields of spectrography, micrography, Roentgenology, and nuclear physics.

For Graduates and Advanced Undergraduates

Phys. 401, 402, 403. Intermediate Physics II. 4-4-4

Prerequisites: Phys. 203, Math. 401.

Electricity, magnetism, and optics on an intermediate level. Replaces Physics 405, 406, 415. Intermediate Physics II, together with Intermediate Physics I, constitutes an integrated study of classical physics at the next level above general sophomore physics. Lectures, problems,and recitations, and one laboratory each week.

Phys. 407. Introduction to Modern Physics. 3 or 3 or 3

Prerequisites: Phys. 203, Math. 303.

A brief survey of the important developments in atomic and nuclear physics during the last fifty years. Topics covered include origin of spectra, determination of the mass and charge of ions, ion accelerators, nuclear reactions, and cosmic rays. Particular attention is paid to the practical applications of these developments.

Phys. 409. Nuclear Engineering. 0-0-3

Prerequisite: Phys. 407, except by permission.

A survey of the raw materials; chemical and metallurgical processes; types of physical installation; and operating procedures for nuclear reactors. Consideration is given to the products and by-products of nuclear reactors, the waste material, and the potential usefulness and peacetime applications of nuclear reactions. Particular attention is devoted to defining the engineering problems involved in each phase of the study and the method of approach to the solution.

Phys. 411. Nuclear Instrumentation. 0-0-3

Prerequisite: Phys. 407, except by permission.

This course is designed to give first-hand, practical acquaintance with various types of instruments used in nuclear work: Geiger-Mueller counters, ionization chambers, electrometers, proportional counters, photographic emulsions, scalars, rate-meters, etc. Consideration is given to commercial availability of nuclear apparatus and choice of instruments for particular problems.

Phys. 415. Nuclear Physics. 4-0-0

Prerequisites: Phys. 203, Math. 203.

An introductory treatment of the properties of nuclear particles and the structure of simple nuclei. Consideration is given to natural and artificial radioactivity, fision, nuclear reactions, and the apparatus used in these studies. A three-hour laboratory is included.

Phys. 418. Health Physics. 0-3-0

Prerequisite: Phys. 407, except by permission.

A survey of the precautionary methods used in radioactive work. Safe limits of exposure and tolerance dosage of alpha, beta, gamma, and neutron radiation; monitoring procedures; calculation of exposure doses; and general protective methods are discussed.

Phys. 420. Physical Technology in Radioactivity. 0-4-0

Prerequisite: Phys. 415.

Emphasis in this course is on laboratory techniques in detecting, handling, and quantitative measuring of radioactive samples. The preparation of samples for radioactivity measurements and the calculation methods used in analyzing such data are summarized. At least three hours of laboratory practice per week.

Phys. 430. Elementary Nuclear Reactor Theory. 0-0-3

Prerequisites: Phys. 415, Math. 432 or equivalent.

A lecture course in the principles of chain reactors; conditions for criticality, slowing down of neutrons, neutron diffusion equations and space distribution, elementary group theories, reactor dimensions for simple geometries.

Phys. 431, 432, 433. Advanced Physical Measurements. 2-2-2

Prerequisites: Phys. 203, Math. 303.

Covers the technique and theory of advanced experiments in mechanics, heat, sound, light, and electricity. The treatment and interpretation of data will be stressed.

Phys. 441. Vibration and Wave Motion. 3-0-0

Prerequisites: Phys. 203, Math. 401.

The dynamics of vibratory and oscillatory motion. Analogies in mechanical, electrical and acoustical vibrating systems. Analysis of wave motion and propagation in different media.

Phys. 422. Applied Acoustics. 0-3-0

Prerequisite: Phys. 441 or the equivalent.

The dynamical theory of sound. Sources of sound, measurement of sound intensity, measurement of frequency, acoustical impedance and transmission of sound, sound filters and resonators, acoutics of speech and hearing, reception and reproduction of sound, acoustics of buildings.

Phys. 463. X-Ray Theory. 3-0-0

Prerequisites: Phys. 203, Math. 303.
Math. 401 recommended, but not required.

Emphasis is placed on principles underlying usage of X-rays in solids identification radiography, crystal and powder diffraction, fiber and particle size measurement. Laboratories of demonstration and occasional student manipulation type.

Phys. 464. X-Ray Practice. 0-3-0

Prerequisites: Phys. 203, Math. 303.
Phys. 463, recommended, but not required.

Industrial and research practice in X-rays. X-ray equipment, photographic and electronic methods of measurement. Topics include detection of defects in welds and castings, diffraction patterns from various types of crystals, powder diffraction studies. Enough theory is included to provide intelligent guidance in application, but the main emphasis is on laboratory practice.

Phys. 465. Structure of Solids; Crystallography. 0-0-3

Prerequisite: Phys. 203.
Phys. 463 recommended, but not required.

Elementary consideration of amorphous and crystalline solids, metals, conductors, non-conductors, semi-conductors.

For Graduates Only

Phys. 501, 502, 503. Advanced General Physics. 5-5-5

Prerequisite: Phys. 403.

Generalization of underlying physical principles. Mathematical and theoretical approach to relationships between the various branches of physics, with applications to mechanical, electrical, optical, thermal, and vibratory problems.

Phys. 504. Introduction to Quantum Mechanics. 3-0-0

Prerequisite: Phys. 407 or 415.

An introductory course illustrating the use of Schroedinger's equation in solving problems such as the hydrogen atom, oscillators and rotators. Methods used in the solution of more complicated problems are indicated.

Phys. 505, 506. Atomic Spectra. 3-3-0

Prerequisites: Phys. 403, Phys. 407 or equivalent; Math. 432.

Bohr and Sommerfeld's electron orbits, fine structure, Zeeman, Paschen-back, Start effects, hyperfine structure. Atomic models and coupling rules.

Phys. 508. Molecular Spectra. 0-0-3

Prerequisites: Phys. 403, Phys. 407 or equivalent; Math. 432.

Electronic, vibrational, rotational and band spectra of simple molecules. Relationship to chemical behavior.

Phys. 515. Advanced Nuclear Physics. 0-3-3

Prerequisite: Phys. 415.

A continuation and expansion of Phys 415. Attention is given to current hypothesis of nuclear structure, and to major problems in present day nuclear research.

Phys. 518. Advanced Health Physics. 0-0-3

Prerequisites: Phys. 418, Phys. 420.

Further consideration of safe practices in handling radioactive materials. Dose calculations in medical applications. Calculation of necessary shielding conditions for various geometries and combinations of radiations.

Phys. 520. Kinetic Theory of Gases. 3-0-0

Prerequisites: Phys. 203, Math. 401.

The kinetic theory of matter, including distribution functions, transport phenomena and equations of state.

Phys. 523. Statistical Mechanics. 0-3-0

Prerequisites: Phys. 203, Math. 401.
Phys. 520 recommended, but not required.

A treatment of statistical mechanics from both the quantum and classical point of view.

Phys. 526. Ionization Phenomena and Electron Optics. 0-0-3

Prerequisite: Phys. 520.

Methods of producing ions, and the interaction of ions with electric and magnetic fields are discussed, together with a brief survey of the present status of electron optics.

Phys. 531, 532, 533. Research. 3-3-3

Graduate students sufficiently prepared may undertake research in some particular field of Physics. At least six laboratory hours a week must be devoted to such research.

Phys. 541, 542, 543. Special Problems. 1-1-1

Thesis project for students in fifth year Engineering Physics course.

Phys. 566, 567. The Solid State. 3-3-0

Prerequisite: Phys. 465.

The electron theory of conduction, electrical and thermal conduction in solids, and surface phenomena, with applications to physical behavior and usage of solids.

Phys. 570. High Vacuum Technique.

Prerequisite: Phys. 520, except by permission.

A course in the design and maintenance of vacuum systems. Consideration is given to calculation of pumping speeds, detection of leaks, absolute and relative measurements of pressure.

APPENDIX B

Nuclear Engineering Courses in Other Departments

Botany 483. The Use of Radioactive Isotopes in Biology. 0-0-3

Prerequisites: Botany 101, 312, 321: Zool. 101, 210.

General principles; detection of radioactives in tissues; specific uses of radioactives, including mineral salts, gases, enzymes, hormones, and other organic compounds.

Chemistry 419. Micro and Trace Chemistry. 0-4-0

Prerequisite; Chemistry 213

Micro-chemistry deals with the techniques of chemical reactions, and the precedures in analysis, when the total samples available are extremely small. Trace chemistry deals with the methods of analysis and techniques in handling, when extremely small amounts of the chemicla of interest is intermixed with relatively large amounts of other chemicals or elements. Applications deal with elements resulting from Nuclear Fission.

Chemistry 441. Chemical Technology in Radioactivity. 0-0-3

Prerequisite: Chemistry 103.

Lecture discussion and laboratory practice of the general technology in manipulation of radioactive chemicals on a laboratory scale. Remote control apparatus for performing behind small shields the usual operations of precipitation, filtering, evaporation, mixing, liquid transfer, etc. Particular attention will be given to preparation of thin samples for counting, by evaporation, electroplating, etc.

Chemical Engineering 4XX. Chemical Processing of Radioactive Materials 0-3-0

Consideration of unique precedures for bulk manipulation of radioactive chemicals. Particular attention is given to remote operational procedures in precipitation, centrifugation, solvent extraction columns, and ion exchange. Design of apparatus involving low maintenance and ease of replacement of safe methods is considered.

Zoology 414. Biological Effects of Radiations. 0-3-0

Prerequisites; Botany 321; Zoology 201, 411.

Qualitative and quantitative effects of radiations (other than the visible spectrum) on biological systems; to include both morphological and physiological aspects in a consideration of genetics, cytology, histology, and morphogenesis.

North Carolina Agricultural Experiment Station

MEMORANDUM

To: Dr. Eckerle

Call with RSH

Reclined

ATTACHED PAPERS

- ___Please note and return.
- ___Please note, do not return.
- ___File.
- ___For your records.
- ___Hold for conference.
- ___Speak to me concerning.
- ___Please handle.
- ___Please answer.
- ___Note opinion and return.
- ___Needs your signature.
- ___Please approve.
- ___Please give me all data.
- ___Refer to me.

Signed: [signature]

Date: Oct

RALEIGH FIELD STA.
RECEIVED
OCT 20 1949
EUR. AGR. & INDUS. CHEM.

APR 1 01950

NC-103

REQUEST FOR GRANT-IN-AID

To: General Education Board

Purpose: To finance publication of color reproductions of giant colonies of yeasts isolated from commercial cucumber brines as well as photomicrographs of the yeast cells.

Sponsor: North Carolina Agricultural Experiment Station, North Carolina State College of Agriculture and Engineering of the University of North Carolina, Raleigh, North Carolina.

Time: October 1, 1949 to October 1, 1950

Reasons for Request: Color transparencies of colonies and photomicrographs of the cells have been prepared from the principal species of yeasts occurring during the fermentation of brined cucumbers as well as the species occurring on the surface of the brines. This work has been the result of a co-operative project (North Carolina Agricultural Experiment Station and the U. S. Department of Agriculture) on the microbial changes taking place during the fermentation of cucumbers brined under commercial conditions.

Yeast growth has been found to form an important part of the gaseous fermentation of brined cucumbers and is responsible for serious economic loss to the industry in form of hollow cucumbers. Over 1500 yeast cultures have been isolated from brines and classified into species, but no opportunity has been afforded to show pictures of the yeast colonies in color or the cells. This is because they are so expensive to reproduce and funds for this purpose are not available from the Agencies co-operating in this work.

Publication and distribution of these illustrations would be of benefit to the industry as well as teachers, students, and research workers in the field of general microbiology and yeast taxonomy.

Character of work: The color plates would show the colonial characteristics of the six principal species of subsurface brine yeasts and four species of surface or film-forming yeasts when grown on several solid cultural media, (vegetable-juice agar, glucose agar, mineral salts agar, and agar containing 10 percent sodium chloride). This is to demonstrate the influence of the cultural medium on the color, shape and topography of yeast growth and serves to emphasize the danger of yeast classification systems that give too much weight to colonial morphology for species separation.

The color pictures of yeast growth will be supplemented with photomicrographs of the cells from one or more of the cultural media to show cell size, shape and arrangement, spore formation (for some species), and mycelium production (for some species).

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The color pictures of yeast growth will be supplemented with photomicrographs of the cells from one or more of the cultural media to show cell size, shape and arrangement, spore formation (for some species), and mycelium production (for some species).

For the film yeasts, salt tolerance will be illustrated by the ability to form films on cucumber brines at 5, 10, 15 and 20 percent salt by weight.

Photographs in color of hollow cucumbers in brine stock and manufactured sweet pickles due to yeasts will be included.

The article for publication would consist mostly of photographs, but with sufficient text to explain the nature of the illustrations.

Principal Yeast Species to be Shown:

Subsurface, or fermentative types.

1. Torulopsis caroliniana nov. sp.[1/]
2. Brettanomyces versatilis nov. sp.
3. Brettanomyces sphaericus nov. sp.
4. Zygosaccharomyces sp.
5. Hansenula subpelliculosa
6. Torulaspora rosei

Surface or film-forming types.

1. Debaryomyces membranaefaciens var. Hollandicus
2. Endomycopsis ohmeri nov. sp.
3. Endomycopsis ohmeri var. minor nov. var[2/]
4. Zygosaccharomyces halomembranis nov. sp.
5. Candida krusei

Authorship and Publication: Personnel of the co-operative pickle project at the North Carolina Agricultural Experiment Station will prepare the material for publication. It is preferred that the subsidized photographic material and text will be published by a technical journal with wide distribution and that a supply of at least 1000 reprints be purchased for distribution.

1/ Indicates new species of yeast.
2/ Indicates new variety of yeast.

APR 1 01950

Budget:

Item	Contribution: Joint Project 3/	G.E.B.	Total
Salaries (for collection, isolation and identification of cultures)	$25,000	-	$25,000
Direct Photography (color transparencies and black and white negatives and plates) . . .	2,000	100	2,100
Supplies	1,500	-	1,500
Travel	600	-	600
Engraving and Printing (4 color reproductions on copper; photomicrographs on copper; printing of color and black and white plates)	-	5,200 4/	5,200
Layout Art Work	-	200	200
Reprints	-	200	200
Stenographic Help	-	200	200
Misc. Costs	-	100	100
Total	$29,100	$ 6,000	$35,100

3/ N. C. Agr. Expt. Sta., and U. S. Dept. Agr. Contributions from 1946 to date.
4/ Estimated breakdown: 15 color plates, 5 x 8 inch size, $4450; 15 black and white plates (of photomicrographs), 5 x 8 inch size, $200; printing of Journal issue of 35 page article including 5 pages of text and exclusive of reprints, $550.

GRANT-IN-AID: This budget will require a total of $6,000 from the G.E.B. to prepare the copper plates for color reproductions and black and white preparations required, and for printing the illustrations and text. This will permit publication of the yeast pictures (color, and black and white) which otherwise could not be possible due to costs, particularly the color work. The project leader reserves the right to assign the engraving and printing job on the basis of merit. Further, progressive proofs of all color plates must be furnished.

NC 103

JUN 27 1950

NORTH CAROLINA STATE COLLEGE
OF THE
UNIVERSITY OF NORTH CAROLINA
RALEIGH

SCHOOL OF ENGINEERING

J. H. LAMPE, DEAN

April 12, 1950

	JHP APR 17 '50		
	RDC MAY -8 '50		
	EHE MAY 10 '50 MAY 16 '5		
	RWJ MAY 10 '50		
	FMC MAY 22 '50		FMC
	NMP JUN 27 '50		✓

Dr. Harris Purks, Assoc. Dir.
General Education Board
Rockefeller Foundation
49 W. 49th Street
New York, New York

Dear Dr. Purks:

Enclosed is a list of people who attended our Nuclear Engineering Conference at North Carolina State College last Friday, April 7, and in addition a summary of the discussion that occurred at the conference, including the resolutions passed at the luncheon meeting.

It is our plan to activate the Nuclear Engineering program as of September, 1950, and we are immediately pursuing the reactor project with the Atomic Energy Commission and hope to receive their favorable consideration.

Again, we appreciate your attending the Conference, participating in the discussion, and giving us encouragement to carry on our training and experimental work in Nuclear Engineering.

Sincerely yours,

J. H. Lampe

J. H. Lampe
Dean of Engineering

JHL:ja
Encls.--2

RC103

INFORMAL CONFERENCE ON NUCLEAR ENGINEERING EDUCATION

AND ON THE PROPOSED NUCLEAR REACTOR AT N. C. STATE COLLEGE

Raleigh, North Carolina
April 7, 1950

Highlights of Conference

The conferees convened at 10:15 a.m. in Room 203 of the Civil Engineering Building. The individuals actually attending are indicated on the attached list.

Dean Lampe initiated proceedings with a brief statement of the purpose of the meeting.

Chancellor Harrelson welcomed the visitors, and spoke strongly in support of the proposed educational and research program. He emphasized the regional educational aspect of the program.

Mr. W. D. Carmichael, acting president of the University, made a vigorous statement of positive administrative support of the proposed program, and pointed out the previous dearth and present need in North Carolina for aggressive programs of this kind to offset the scientific poverty of our State.

Dr. Clifford Beck presented a resume' of essential ideas in the two memoranda: "A Curriculum in Nuclear Engineering" and "Proposal of a Nuclear Reactor at North Carolina State College," copies of which had previously been placed in the hands of each delegate.

Dr. A. C. Menius outlined a group of typical research problems accessible for investigation with the proposed reactor.

Dr. J. H. Jensen briefly described the types of medical and biological research in which the reactor could be used, and the excellent

opportunity it would provide for training and research in "health Physics," the prevention, symtoms and treatment of radiation exposure. Dr. Jensen further stated that the A.E.C. had urged publicly many times that colleges and universities provide educational and training opportunities just such as were being described in the present proposed program.

Dr. Paul Gross, of Duke, made one of the strongest arguments of the entire conference in support of the proposed nuclear reactor. He placed high value on the research which could be performed, on the information of declassifiable nature which could be provided for public education, and on the pioneering efforts, which might be quickly followed by others, of an educational institution to take over some of its rightful share of education and training in this heretofore almost untouchable field.

In raising a question at the end of his talk, Dr. Gross made a suggestion that the reactor be efficiently used and be effectively available for maximum research participation by all nearby groups.

Dr. W. W. Pierson expressed support of the proposal and indicated certain values it could have in the graduate program of the University.

Dr. Urner Liddel commended the excellence and practicability of the proposal and indicated the strong desirability of having training facilities available such as those proposed.

Major W. W. Wagoner expressed the keen interest of the Air Force from the standpoint of their urgent need of practical training facilities in Nuclear Engineering.

Dr. Ralph Overman expressed the interest and offered the assistance of the Oak Ridge Institute of Nuclear Studies in furtherance of

the proposal. He pointed out certain additional types of research not previously mentioned which could be performed with the reactor.

Dr. Joe Platt and Dr. Paul McDaniel, speaking unofficially for the A.E.C., voiced warm approval of the training and reactor programs. They stated that the Commission was publicly committed to support of programs of this sort, and were aware of urgent need for them. They pointed out, however, that at least three items would require much negotiation in arranging: the questions of (1) physical security, (2) personnel safety, and (3) classification. They stated that the A.E.C. would join positively and sympathetically in efforts to reach satisfactory decisions on the problems involved.

At this point the conference recessed and made a tour of Daniels Hall, (the Physics Department quarters), Riddick Hall (the new Engineering Research Building), and the Bureau of Mines building (a possible site of the proposed reactor). Following the tour and a luncheon in the cafeteria, the group proceeded with discussions on the reactor.

Dr. Philip Powers informed the group that the A.E.C. has long advocated the establishment of educational and research programs in atomic science at various institutions, and he outlined the manner in which such a program would fill a most painful gap in the entire educational program of the A.E.C.

Dr. Walter Nielsen voiced strong support of the proposed program by the Duke Physics staff in offering assistance and talent which they might be able to supply. He amplified Dr. Gross' idea of providing maximum availability of the reactor in research programs. He expressed the hope that the

program could be approved so that research participants would not be required to have F.B.I. clearance.

Dr. Paul Shearin offered the use of facilities and abilities in the University Physics Department which might be of assistance to the project, and emphasized the value of having such a tool as the proposed reactor in this region.

Dr. Shearin, further, in expressing the obvious sentiments of the assembled group, proposed that the conference, even though it was informal and unofficial, go formally on record in approval and support of the proposed program. He made a motion "that the conference go formally on record in approval of the Nuclear Engineering educational program that had been devised at State College and in support of the proposal that a nuclear reactor be constructed and operated by N. C. State College at Raleigh, North Carolina." Dr. Ralph Overman seconded the motion, and it was passed by the group without a dissenting vote.

In general, it was apparent throughout the conference that the conferees were warmly sympathetic to the proposed training and research program. They felt that the proposal was timely and well-planned, and they were enthusiastic over the enhanced research opportunities which the reactor would provide in this region.

It was obvious also, from the comments of the A.E.C. representatives and from the experience of many present, that numerous precedent-setting and energy-consuming detail decisions would be encountered, but it was generally felt that if this project were successful in establishing precedent and pattern, the resulting benefits would be worth all the difficulties.

NUCLEAR ENGINEERING CONFERENCE
North Carolina State College
April 7, 1950

1. Dr. D. B. Anderson
Professor of Botany
N. C. State College
Raleigh, N. C.

2. Dr. Clifford K. Beck
Head, Physics Dept.
N. C. State College
Raleigh, N. C.

3. Mr. W. D. Carmichael, Jr.
Controller
University of North Carolina
Chapel Hill, N. C.

4. Dr. R. W. Cummings
Associate Director
Agricultural Experiment Station
N. C. State College
Raleigh, N. C.

5. Dr. George Doak
Assoc. Prof., Public Health
University of North Carolina
Chapel Hill, N. C.

6. Dr. Paul M. Gross
Vice-President
Duke University
Durham, N. C.

7. Capt. S. D. Hamilton
Airforce Institute of Technology
Wright-Patterson Airforce Base
Dayton, Ohio

8. Chancellor J. W. Harrelson
N. C. State College
Raleigh, N. C.

9. Prof. Douglas Hill
Chemistry Department
Duke University
Durham, N. C.

10. Dean J. H. Hilton
School of Agriculture
N. C. State College
Raleigh, N. C.

11. Colonel Hood
Airforce Inst. of Technology
Wright-Patterson Airforce Base
Dayton, Ohio

12. Dr. J. H. Jensen, Head
Plant Pathology Section
Department of Botany
N. C. State College
Raleigh, N. C.

13. Dr. Cornelius T. Kaylor
Assoc. Prof. of Anatomy
School of Medicine
University of North Carolina
Chapel Hill, N. C.

14. Dr. W. W. Kriegel, Head
Ceramic Engineering Dept.
N. C. State College
Raleigh, N. C.

15. Dean J. H. Lampe
School of Engineering
N. C. State College
Raleigh, N. C.

16. Dr. Urner Liddel, Head
Nuclear Physics Branch
Office of Naval Research
Navy Department
Washington, D. C.

17. Dr. Paul McDaniel
Asst. to Director, Research Div.
Atomic Energy Commission
Washington, D. C.

18. Dr. A. C. Menius, Jr.
Professor of Physics
N. C. State College
Raleigh, N. C.

19. Mr. Virgil Miller
Bureau of Mines
N. C. State College
Raleigh, N. C.

20. Dr. Henry Newson
Prof., Physics Department
Duke University
Durham, N. C.

21. Dr. Walter Nielsen, Head
Physics Department
Duke University
Durham, N. C.

22. Dr. Luther Nordheim
Professor of Physics
Duke University
Durham, N. C.

23. Dr. Ralph Overman
Chief, Special Training Division
Oak Ridge Inst. of Nuclear Studies
Oak Ridge, Tennessee

24. Mr. Rudolph Pate, Editor
News Service
N. C. State College
Raleigh, N. C.

25. Dr. W. W. Pierson, Dean
Graduate School
University of North Carolina
Chapel Hill, N. C.

26. Dr. W. J. Peterson, Head
Chemistry Department
N. C. State College
Raleigh, N. C.

27. Dr. Joe Platt
Chief, Physics Branch, Research Div.
Atomic Energy Commission
Washington, D. C.

28. Dr. Philip N. Powers
Advisor on Scientific Personnel
Atomic Energy Commission
Washington 25, D. C.

29. Dr. Harris Purks, Assoc. Dir.
General Education Board
Rockefeller Foundation
49 W. 49th Street
New York, New York

30. Prof. Arthur Roe
Chemistry Department
University of North Carolina
Chapel Hill, N. C.

31. Dr. Herman Roth
Chief, Research Division
Oak Ridge Operations
Oak Ridge, Tennessee

32. Dr. J. H. Saylor, Exec. Officer
Chemistry Department
Duke University
Durham, N. C.

33. Dr. E. M. Schoenborn, Head
Chemical Engineering Dept.
N. C. State College
Raleigh, N. C.

34. Dr. Paul Shearin, Head
Physics Department
University of North Carolina
Chapel Hill, N. C.

35. Mr. J. G. Vann
Assistant Controller
N. C. State College
Raleigh, N. C.

36. Dr. W. G. Van Note, Director
Engineering Research Dept.
N. C. State College
Raleigh, N. C.

37. Major W. W. Wagoner
Chief, Program Development Sec.
Plans Division
U. S. Airforce Inst. of Tech.
Wright-Patterson Airforce Base
Dayton, Ohio

38. Dr. Hewitt Wilson
Regional Director
U. S. Bureau of Mines
Norris, Tennessee

NC-103

SEP 13 1950

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

OFFICE OF THE CHANCELLOR

July 31 1950

RDC JUL 31 '50 DHC
JHP JUL 31 '50 JHP
FMC DHC
RWJ RWJ
EJE AUG 17 '51 JHP
FMC FMC

Dr. Robert D. Calkins
Vice-President and Director
General Education Board
49 West 49th Street
New York 20, New York

Dear Dr. Calkins:

We wish to express to you and through you to the General Education Board our very grateful appreciation for the many projects at this institution which have been supported financially by the General Education Board.

You have been gracious to us, and for your generosity, we are genuinely grateful. We hope that our efforts in behalf of better research and teaching in North Carolina will bring many returns to the State and to the Southeast.

I thank you on behalf of the many staff members here, and on behalf of higher education in North Carolina.

With best wishes.

Sincerely yours,

J. W. Harrelson

J. W. Harrelson
Chancellor

JWH/db

SEP 1 3 1950

July 31, 1950

Dear Chancellor Harrelson:

We appreciate very much your thoughtful letter of July 28 expressing appreciation for the aid which has been given from time to time to North Carolina State College of Agriculture and Engineering. We are especially pleased with the progress that has been made in strengthening research and teaching at the institution.

With very best wishes,

Sincerely yours,

ROBERT D. CALKINS

Chancellor J. W. Harrelson
North Carolina State College
of Agriculture and Engineering
Raleigh, North Carolina

RDC.clt

FORM 108

APR 11 1951

RC-103

INTERVIEWS: RDC

FMc	MAR-5 '51	FMc
JHP	MAR-6 '51	JHP
EdE	MAR-5 '51	EdE
KEO (card)		KEO
RWJ	MAR 28-51	
HMP	APR 11 '51	

March 2-5, 1951
Raleigh, North Carolina

N.C. State College of Agriculture and Engineering of UNC
Prof. H. B. James, head of department of agricultural economics
Prof. Ralph Cummings, associate director of agricultural experiment station
Dean J. H. Hilton
Dr. Gertrude M. Cox, director of Institute of Statistics

Request for grant in aid

Professor James, the new head of agricultural economics who received GEB aid last year for study at Chicago and other leading department of agricultural economics, has assembled an able and vigorous group of young men in his field. He needs visiting professors of distinction and maturity to keep his group stirred up and to direct and encourage their work along sound lines. He has drawn up the attached plan to bring in visiting professors during the next three years at a cost estimated at $18,000 ($6,000 a year). I inquired whether the institution would be able to provide some of these funds and he suggested I talk with Dean Hilton about this. I explained that if the officers were disposed to act favorably we might prefer to make a grant in aid for two years and then examine the results before undertaking any further support. This seemed satisfactory to James.

Later I talked with Dean Hilton, who was enthusiastic in support of Professor James' proposal. He says that the budget of the college is facing difficulty in the Legislature and he sees no prospect of being able to provide funds for the visiting professors and guest lecturers out of the regular funds. I asked about the possibility of aid for two years and he felt that if the Board could make a grant in aid of $10,000 for two years the college could put up $2,000 additional and the college might be able to take on a larger fraction of this cost in the third year. As a result I agreed to take the matter up for consideration here on the basis of two-year aid, possibly a grant in aid. This would be entirely satisfactory to Dean Hilton. Chancellor Harrelson sent his regards and expressed regret that he had to be out of town and unable to talk with me. Gordon Gray will send in a formal request, probably on the basis of Professor James' memorandum. When it arrives I am to acknowledge it and report the conversation I have had with Dean Hilton about two-year support instead of three-year support.

Conference of NAP Committee on the South

During the day and a half conference on raising productivity in southern agriculture, the N.C. State group of agricultural economicsts made a very good showing. The conference drew in a number of the leading agricultural economists from the South, including Prof. James of N.C. State, Aull of Clemson, Jim Maddox who is now working with Nelson Rockefeller but who comes from Arkansas originally, Will Alexander, Frank Welch of Mississippi State, Hendrix from Georgia, Wilcox from BAE, Howard Tolley from FAO, and others. The purpose of the conference was to explore the areas for research which the NPA might try to work into its research program on southern agriculture. There was excellent discussion and a great many

fruitful suggestions were offered. Will Alexander, Calvin Hoover, Ted Schultz, Jim Maddox and others observed that this conference was itself an indication of the progress made in the South, since no such group could have been brought together 20 years ago or even 10 years ago. I was reminded repeatedly by Schultz, Alexander and others that if we could get a few very good men trained each year for the next five years or so, agricultural economics in the South would be able to move forward under its own momentum. We are that close to getting over the hump. This does not mean that all institutions are ready to move but certainly a good many of them are capable of doing so.

Prof. Ralph Cummings, director of experiment station at N.C. State

C expressed satisfaction in the progress being made in agronomy, mainly with younger men. The new buildings for soil science and animal husbandry are under construction and will be ready by fall. C asked a good many questions about Kentucky. He apparently has been approached as a possible candidate for the deanship there to succeed Dean Cooper. This is confidential.

Dean J. H. Hilton

Dean H again explained that the college had felt it undesirable to use our grant for attracting outstanding people in agronomy and soil science because the senior people they had hoped to get were unavailable and they had concluded that it was better to build a team of younger men. Since this was not strictly in accordance with the purpose of our grant, they have not used any of the funds; and unless required to do so because of failure to get adequate legislative support this year they will refund the full amount of the grant, feeling that they would rather return the money than to use it when it was not strictly necessary for the program as it has been carried out. I expressed satisfaction over their administrative handling of the funds and assured them that we preferred to have them return the funds rather than simply use them when they were not really necessary. H said that he preferred to deal in this straight-forward fashion.

H expressed appreciation for our grant toward the cost of a geneticist and explained that they had not yet made an appointment because they had been reorganizing their work there to bring the geneticists together as a team and they had not been thoroughly satisfied that they had found the right person. He made a plea for more time in which to select the right person and I told him we were not disposed to hurry them at all. He thought that an appointment would be made within the next three months and he expressed the hope we would not be impatient if the appointment were delayed that long. I assured him that we were entirely satisfied with the way in which he was handling the matter.

INTERVIEWS: RDC

March 2-5, 1951
Raleigh, N.C.

Dr. Gertrude M. Cox, director of Institute of Statistcs, N.C. State College

I saw GC for just a moment. She had had dinner with Gordon Gray the night before and gone over their problems and plans in statistics. On the whole she is satisfied with the progress that has been made but at times is oppressed by the number of little administrative details that she must push through sometimes against needless opposition.

She has drawn up a report to Warren Weaver on the progress made under his grant and a copy of this will be sent to us as well as to him. She is very pleased with the recognition that has come to Cochran and she insists that he has in the last two years gained national recognition and standing as a geneticist of importance. She thinks this relieves somewhat the pressure and necessity to bring in an outstanding geneticist but I gather the intention is still to add such a person to the staff.

She intends to ask Warren Weaver for further support and expressed the belief that the progress made thus far warrants such support.

The Institute group is being pressured a good deal to take on government contracts and they are doing such work as they can but are trying to avoid being swamped with government work.

ROBERT D CALKINS

RDC.clt
Attachments

File Copy

APR 1 1 1951

REQUEST FOR GRANT IN AID

FROM: General Education Board.

PURPOSE: To finance visiting professors and guest lecturers.

PLACE: North Carolina State College of Agriculture and Engineering of the University of North Carolina, Raleigh, North Carolina.

TIME: July 1, 1951 to June 30, 1954 (three years).

REASON FOR REQUEST:

The need for opportunities for better training in the South runs through all fields of knowledge — the field of agricultural economics is certainly no exception. As an example, of the 350 men and women engaged in agricultural economic activities 1/ (teaching, research, and extension) at the land-grant institutions in sixteen southern states 2/ and Puerto Rico, less than 19 per cent held Doctor's degrees while only 46 per cent held Master's degrees. The distribution was as follows:

	Total Number	Percentage
No degree shown	15	4.3
Bachelor's degree	109	31.1
Master's degree	161	46.0
Doctor's degree	65	18.6
Grand Total	350	100.0

The need is great for the creation of educational opportunities — opportunities which will lead to substantial increase in the amount of leadership, scientific knowledge, technology, and managerial know-how available for more rapid economic development of the South. Search must be launched for the openings through which contributions to raising the product and income per worker may be made — not contributions that benefit the South at the expense of the rest of the country, but contributions that benefit the South and the country as a whole.

There must be more consideration by agricultural economists of the role of agriculture in the economy of the South and the nation, and its proper relation to the rest of the economy. Not only must we concern ourselves with the problem of producing more in agriculture with less labor,

1/ As listed in Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1949-50, USDA Agriculture Handbook No. 3, Washington, D. C., April 1950.

2/ Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

but also how to channel the displaced labor into those pursuits that will lead to the most rapid growth of real income in the South and the Nation.

More effort must be spent in determining how to reach the obvious goal of larger farms (in terms of productivity) — farms on which the power derives from mechanical rather than human sources. This necessarily calls for fewer but better-trained farmers. Means must be discovered for imparting this training for productive efficiency as rapidly as possible.

Increased knowledge in production must be accompanied by much more interest in the job of marketing the product. A broader conception of the marketing job must encompass not only greater efficiency in the production of marketing services but also the creation of demand, and efficiency in pricing, especially in transmitting economic signals from the consumer through the marketing system to the producer.

With full recognition of these needs and in an effort to develop an outstanding program of research, teaching, and extension in agricultural economics, North Carolina State College has succeeded in bringing together a staff of well-trained and promising young professors. The presence of such a fine, young staff creates an unusual opportunity to influence their development by bringing in from the outside older and more mature, well-known and more experienced workers in the field of agricultural economics teaching, research, and extension.

The program of instruction in agricultural economics at North Carolina State has been revised and now, more than ever before, is directed to the training of young men from the Southern region. (A copy is attached.) The program is designed so that the work of students and staff in the Department is closely integrated with work in other Departments, such as Experimental Statistics, Rural Sociology, Agronomy, Animal Industry, and the other technical sciences. Provision has been made for the students to take advantage of the courses offered in the social sciences at the Chapel Hill campus of the University of North Carolina and at Duke University in Durham.

It is to give added impetus to this program of growth and development in its early stages that financial help in the form of a grant-in-aid is requested. It is while the staff is young and is capable of rapid growth and development that this help is most needed.

PLAN OF PROCEDURE:

It is planned to have at least one visiting professor for one quarter each year. These professors would be carefully selected to teach in fields in which they are outstanding and in which the Department would benefit most from their guidance and stimulation. Courses 621, 622, 623 and 661, 662, 663 in the curriculum have been designed so that broad-gauged work of visiting professors can be easily fitted into the program of study. Arrangements would be made so that visiting professors would give public lectures before leading agricultural workers in the State and so that they

would consult with the staff and students on teaching, research, and extension problems.

Each year six guest lecturers would be invited to the campus to spend about a week. During this time, each lecturer would give one public lecture and conduct a series of staff and graduate student seminars.

Examples of the economists who would be invited to participate in this program are:

T. W. Schultz, University of Chicago
John D. Black, Harvard University
Walter Wilcox, Economist, House and Senate Agricultural Committee
R. G. Bressler, Jr., University of California
Earl O. Heady, Iowa State College
Fred V. Waugh, Staff, Council of Economic Advisors
Joseph S. Davis, Stanford University
Edwin G. Nourse, formerly Chairman, Com. of Economic Advisors
George L. Mehren, University of California
O. H. Brownlee, University of Minnesota
Wroe Alderson, Alderson and Sessions

BUDGET: To support this program the following budget is suggested:

ITEM	SALARY AND TRAVEL		
	1951-52	1952-53	1953-54
One visiting professor for three months.	3,000	3,000	3,000
Six guest lecturers one week each.	3,000	3,000	3,000
Total	6,000	6,000	6,000

Probably $10,000 per annum $12000 for 2 yrs.
see interview with James Shelton. 2/v/51

Jerm Comm by Roy James
3/4/51

APR 11 1951

~~Boe~~
~~Ihp~~
~~Ehec~~
~~Hwj~~

DEPARTMENT OF AGRICULTURAL ECONOMICS

NORTH CAROLINA STATE COLLEGE OF THE

UNIVERSITY OF NORTH CAROLINA

RALEIGH, N. C.

PROGRAM OF INSTRUCTION IN AGRICULTURAL ECONOMICS

THE STAFF, COURSES OFFERED, AND CONTENT OF COURSES

February 15, 1951

FIELDS OF STUDY AVAILABLE

Programs of study are available which lead to the Bachelor's, Master's, and Doctor's degrees in Agricultural Economics. Within Agricultural Economics special attention may be given to Farm Management, Marketing, Land Economics, Farm Finance, and Agricultural Policy. Outside of the Department, minors are available in the various fields of Economics, Experimental Statistics, Rural Sociology, Agronomy, Animal Industry, and other technical fields.

In addition to the courses available on the State College campus, students are eligible to take any course given by the University of North Carolina on the Chapel Hill campus, and, for a nominal fee, may take courses at Duke University in Durham. The State College and Chapel Hill campuses are 29 miles apart and transportation is furnished graduate students. The Duke campus is 25 miles from Raleigh and 12 miles from Chapel Hill, but transportation is not furnished.

CONTENT OF COURSES

Course descriptions and syllabi are attached for the courses in Agricultural Economics. Course names, and in some cases, descriptions, are attached for some of the courses in related fields. State College courses numbered 400-499 are for advanced undergraduates, 500-599 for advanced undergraduates and graduates, and 600-699 for graduate students only; Chapel Hill courses numbered 100-199 are for graduates and advanced undergraduates, and courses over 200 are graduates only; at Duke courses for seniors and graduates are numbered 200-299, while courses for graduates only are numbered over 300.

THE STAFF

A list of staff members is attached giving their degrees and institutions attended. In addition to the regular staff, prominent guest lecturers will be made available for limited teaching and consultation.

INFORMATION

For additional information about graduate work and financial assistance available, write H. B. James, Head, Department of Agricultural Economics, N. C. State College, Raleigh, North Carolina.

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THE STAFF — TEACHING, RESEARCH AND EXTENSION

Department of Agricultural Economics

George S. Abshier, Extension Marketing Specialist. B. S., Purdue University; M. S., University of Maryland; Ph. D., Purdue University.

D. D. Brown, Associate Professor of Agricultural Economics and Extension Farm Management Specialist. B. S., M. A., University of Missouri; M. P. A., Harvard University; additional graduate work, Harvard University.

Charles E. Bishop, Assistant Professor of Agricultural Economics. B. S., Berea College; M. S., University of Kentucky; additional graduate work, University of Chicago.

Guy R. Cassell, Extension Marketing Specialist. B. S., University of West Virginia; M. S., University of Maryland; additional graduate work, University of Maryland.

Charles E. Clark, Extension Farm Management Specialist. B. S., University of Georgia; M. S., Iowa State College.

Walter P. Cotton, Associate Professor of Agricultural Economics. B. S., M. S., University of Tennessee; Ph. D., University of Minnesota.

Margaret K. Fleming, Instructor in Agricultural Economics. A. B., Mitchell College; B. S., N. C. State College.

G. W. Forster, Professor of Agricultural Economics. B. S., Cornell University; M. S., Ph. D., University of Wisconsin.

Rudolf E. Freund, Associate Professor of Agricultural Economics. Abiturium, Karlsrube; Ph. D., Heidelberg.

H. Brooks James, Head of Department and Professor of Agricultural Economics. B. S., M. S., N. C. State College; Ph. D., Duke University; post-doctoral study, University of Chicago.

Richard A. King, Associate Professor of Agricultural Economics. B. S., University of Connecticut; M. S., University of California; M. P. A., Harvard University; additional graduate work, Harvard University.

W. W. McPherson, Associate Professor of Agricultural Economics. B. S., N. C. State College; M. S., Louisiana State University; Ph. D., Harvard University.

Lee R. Martin, Associate Professor of Agricultural Economics. B. A., University of Arkansas; A. M., Ph. D., Harvard University.

W. H. Pierce, Associate Professor of Agricultural Economics. B. S., N. C. State College; M. S., University of Minnesota; additional graduate work, University of Minnesota.

C. Brice Ratchford, In Charge, Extension Farm Management and Marketing. B. S., M. S., N. C. State College; additional graduate work, Duke University.

David H. Stancil, Extension Marketing Specialist. B. S., N. C. State College.

J. Gwyn Sutherland, Resident Collaborator (U.S.D.A., B.A.E.). B. S., Appalachian State Teachers College; additional graduate work, N. C. State College, and University of North Carolina.

George M. Townsend, Resident Collaborator (U.S.D.A., B.A.E.). B. S., Texas Technological College; M. S., Texas Agricultural and Mechanical College.

William L. Turner, Extension Farm Management Specialist. B. S., M. S., N. C. State College.

Moyle S. Williams, Extension Farm Management Specialist. B. S., M. S., N. C. State College; additional graduate work, Purdue University.

Department of Experimental Statistics

Richard L. Anderson, Professor of Experimental Statistics. A. B., DePauw University; M. S., Ph. D., Iowa State College.

Alva L. Finkner, Associate Professor of Experimental Statistics. B. S., Colorado A. & M.; M. S., Kansas State College; Ph. D., N. C. State College.

H. L. Lucas, Jr., Professor of Experimental Statistics. B. S., University of California; Ph. D., Cornell University.

Francis E. McVay, Assistant Professor of Experimental Statistics. B. S., Rhode Island State College; M. S., N. C. State College; Ph. D., University of North Carolina.

Harold F. Robinson, Associate Professor of Experimental Statistics. B. S., M. S., N. C. State College; Ph. D., University of Nebraska.

H. Fairfield Smith, Professor of Experimental Statistics. B. S., Trinity College (Edinburgh); M. S., Cornell University.

Department of Rural Sociology

C. Horace Hamilton, Head of Department and Professor of Rural Sociology. B. A., Southern Methodist University; M. S., Texas A. & M. College; Ph. D., University of North Carolina.

Selz C. Mayo, Associate Professor of Rural Sociology. A. B., Atlantic Christian College; M. S., N. C. State College; Ph. D., University of North Carolina.

Eugene A. Wilkening, Assistant Professor of Rural Sociology. B. S., M. A., University of Missouri; Ph. D., University of Chicago.

Department of History and Political Science

Preston W. Edsall, Head of Department and Professor of History and Political Science. B. S., New York University; A. M., Ph. D., Princeton University.

Stuart M. Noblin, Assistant Professor of History and Political Science. A. B., Davidson College; A. M., Ph. D., University of North Carolina.

Department of Mathematical Statistics

S. G. Gurhye, Lecturer in Mathematical Statistics. B. S., M. S., Bombay.

Harold Hotelling, Head of Department and Professor of Mathematical Statistics. A. B., M. S., University of Washington; Ph. D., Princeton.

COURSE DESCRIPTIONS

Department of Agricultural Economics

Courses for Undergraduates

Agr. Econ. 221. Survey of Agricultural Industries 3-0-0

The characteristics and importance of foodstuff production and consumption in the United States; distinctive features, type, location, size, function, and problems of the major agricultural industries in the United States.

Mr. Freund

Agr. Econ. 303. Farm Management I 4-0 or 4

Prerequisite: Economics 201, 202.

Fundamental principles of farm organization and operation as a basis for economic decision regarding enterprise combinations, scale of operations and combinations of the production factors; development of practical farm plans for the effective utilization of land, labor, and all items of capital equipment; and keeping and interpreting farm records as an aid to economic decisions in farming.

Messrs. Brown and Pierce

Agr. Econ. 311. Marketing Agricultural Products 4 or 4 or 4

Prerequisite: Agr. Econ. 303.

Principles and practices of marketing as applied to farm products; marketing agencies, services, appraisal of the farm marketing system; principles of co-operative marketing.

Staff

Agr. Econ. 413. Farm Appraisal 0-0-3

Prerequisite: Agr. Econ. 303.

The fundamentals of farm appraisal and practical methods of evaluating farms of various types and sizes.

Mr. James

Agr. Econ. 422. Agricultural Cooperation 0-3-0

Prerequisite: Agr. Econ. 311.

Cooperative principles and practices, organization problems, and operating practices, as applied to farmers' buying, selling, and service cooperatives.

Mr. Cotton

Agr. Econ. 431. Agricultural Prices 3-0-0

Prerequisite: Agr. Econ. 311.

Behavior of agricultural prices; their relation to consumption, production of farm products, and marketing practices; methods of price analysis applied to agricultural products.

Mr. Pierce

Agr. Econ. 432. Agricultural Finance 0-3-0

Prerequisite: Agr. Econ. 303.

Financing the production and marketing of agricultural products. Consideration of farm mortgage credit and production and intermediate credit.

Mr. Forster

Agr. Econ. 433. Agricultural Policy 0-0-3

Prerequisite: Agr. Econ. 303.

The need for special legislation for U. S. agriculture; main features of present programs and administrative organization; effects upon agriculture and the total economy.

Mr. Freund

Agr. Econ. 442. Cotton and Tobacco Marketing 0-0-3

Prerequisite: Agr. Econ. 311.

Problems, methods, and practices used in the marketing of tobacco and cotton.

Mr. Martin

Agr. Econ. 462. Marketing Dairy Products 0-3-0

Prerequisite: Agr. Econ. 311.

Channels of distribution and consumption, price plans and bases of price quotations, factors affecting efficiency of plant operation and distribution, Federal regulation of milk marketing, and a review of dairy marketing research.

Mr. Cotton

Agr. Econ. 464. Marketing Fruits and Vegetables 0-3-0

Prerequisite: Agr. Econ. 311.

Trends in consumption and production, channels of distribution, sales methods, marketing agencies and facilities, economic implications of prepackaging, and the role of State and Federal agencies.

Mr. _____

Agr. Econ. 472. Marketing Livestock and Meats 0-3-0

Prerequisite: Agr. Econ. 311, or equivalent.

This course is designed to give an understanding of the types and nature of livestock markets and marketing agencies; the influence of grade, quality, seasonality of sale, and market outlet on price and price differentials; principal practices followed in selling livestock in the Southern States; and, extent of governmental regulation and supervision of livestock marketing.. Emphasis will be placed on livestock marketing problems in the South as they affect farm income and marketing costs.

Mr. Cotton

Courses for Graduates and Advanced Undergraduates

Agr. Econ. 512. Land Economics 0-3-0

Prerequisite: Agr. Econ. 303.

Theoretical aspects of the supply and utilization of land; analysis of the economic problems connected with farm tenancy, resource conservation, and the transfer of property.

Mr. Freund

Agr. Econ. 521. Marketing Methods and Problems 0-0-3

Prerequisite: Agr. Econ. 311.

Examination of farm marketing problems and critical evaluation of marketing methods and practices.

Mr. King

Agr. Econ. 523. Farm Management II 3-0-0

Prerequisite: Agr. Econ. 303.

The factors involved in the organization and management of typical farms in the State; development of county agricultural programs.

Mr. Pierce

Agr. Econ. 551, 552, 553. Agricultural Economics 3-3-3

Prerequisites: Agr. Econ. 303, or equivalent.

An intermediate course in economic principles and their application to agriculture. Emphasis will be placed on the development of the tools and concepts necessary for economic analysis, and an attainment of facility in their use in analyzing economic problems in agriculture.

Messrs. King, Bishop, and Martin

Courses for Graduates Only

Agr. Econ. 621, 622, 623. Research in Agricultural Economics 3-3-3

Prerequisites: Fifteen hours in Economics and Agricultural Economics.

A consideration of the research method and procedure now being employed by research workers in the field of Agricultural Economics, including qualitative and quantitative, inductive and deductive methods of research procedure; choice of projects, planning, and execution of the research project.

Staff

Agr. Econ. 631, 632, 633. Analysis of Agricultural Policies and Programs. 3-3-3

Prerequisites: Agr. Econ. 551, 552, and 553; or may be taken with Agr. Econ. 641, 642, and 643; or permission of Head of the Department of Agricultural Economics.

An analytical treatment of agricultural policy with particular attention given to the use of the concepts of welfare economics in analyzing policy; relationship of agricultural policy to other forms of national and international policy.

Messrs. McPherson, Bishop, and Martin

Agr. Econ. 641, 642, 643. Economic Analysis in Agriculture 3-3-3

Prerequisites: Agr. Econ. 551, 552, 553, or equivalent; or undergraduate degree and permission of the Head of the Department of Agricultural Economics.

An analytical study of the economics of consumption, production, market relationships and pricing systems as related to agriculture, and the functional distribution of income.

Messrs. King, McPherson and James

Agr. Econ. 651, 652, 653. Analysis of Economic Development in Agriculture 3-3-3

Prerequisites: Agr. Econ. 641, 642, 643, or equivalent.

A study of the conditions necessary for, and the processes of, economic progress of the individual farm and family and the economy; an analysis of the causes and consequences of continuous economic change -- changes in technology, in factor supply, institutions, and in the structure of consumption; effects of rates of economic change on the level and pattern of employment, production, income and consumption, particularly in agriculture.

Messrs. McPherson and King

Agr. Econ. 661, 662, 663. Seminar in Contemporary Economic Problems in Agriculture 3-3-3

Prerequisite: Permission of Head of the Department of Agricultural Economics.

A critical review of the character and the causes of contemporary economic problems in agriculture with an appraisal of current and alternative means of handling these problems.

Messrs. Forster, Freund, and James

Department of Experimental Statistics

Stat. 512. Basic Experimental Statistics 4 or 4-0

Prerequisite: Statistics 311 and one term of college mathematics, or consent of the instructor.

Basic concepts of statistical models and use of samples; variability in sample data; distributions; estimation of parameters; simple tests of significance; t-test, analysis of variance, chi.

Messrs. Robinson and Lucas

Stat. 521. Applied Mathematical Statistics I 4-0-0

Prerequisite: Undergraduate calculus.

Probability, frequency distributions, moments, sampling distributions.

Mr. Smith

Stat. 522. Applied Mathematical Statistics II 0-4-0

Prerequisite: Statistics 521.

Least squares, multiple regression, analysis of variance and covariance, and variance components.

Mr. Smith

Stat. 523. Applied Mathematical Statistics III 0-0-4

Prerequisite: Statistics 522.

General theory of estimation and tests of significance; non-parametric tests.

Mr. Smith

Stat. 532. Sample Survey Designs 0-3-0

Prerequisite: Statistics 311, or consent of the instructor.

Description of survey designs involving simple random, stratified, and systematic samples; sub-sampling, quota, list and area sampling; expansion factors; sampling errors in a finite population. Discussion of designs for specific surveys.

Mr. Finkner

Stat. 543. Experimental Statistics for Social Sciences. 0-0-4

Prerequisite: Statistics 512.

Extension of basic concepts to social experiments; use of index numbers; contingency tables; multiple regression and analysis of variance for time series data; orthogonal polynomials.

Mr. McVay

Stat. 551, 552. Statistical Analysis of Social Data. 0-3-3

Prerequisite: Statistics 512.

Sampling social data, rural surveys and testing methods, analysis of variance and relationships; population studies. Application to problems in the fields of sociology, psychology, and education.

Mr. Hamilton

Stat. 631. Theory of Sampling Applied to Survey Design 0-0-3

Prerequisite: Statistics 512 or 522.

Basic theory of sampling from a finite population. Confidence limits and estimation of optimum samples size. Comparison of simple random, stratified, quota, purposive, and systematic sample. Choice of sampling unit. Subsampling. Relative efficiencies of different methods of estimation. Double sampling. Discussion of unique applications of sampling theory.

Mr. Finkner

Stat. 651. Statistical Techniques in Agricultural Economics. 3-0-0

Prerequisite: Statistics 543 or 523.

Design of experiments and surveys; extension of remarks on regression, analysis of variance, and index numbers presented in Statistics 543; introduction to economic models; more complex analyses of time series data.

Mr. Anderson

Stat. 652, 653. Econometric Methods 0-3-3

Prerequisites: Statistics 523 and 651.

Formulation of econometric models; estimation of parameters in these models; demand and production functions; monopoly and taxation problems; correlation of time series.

Mr. Anderson

Department of Rural Sociology

Rural Soc. 411. Rural Population Problems 3-0-0

The number and distribution in relation to natural resources; physical and demographic characteristics; marriage rates; natural increase; migration; morbidity; mortality; occupations; rural-urban comparisons; trends; and national policies.

Mr. Hamilton

Rural Soc. 522. Social Aspects of Land Tenure 0-3-0

Character and history of different types of land tenure; origins and growth of farm tenancy in the United States; social correlatives of land tenure; landlord-tenant relationships; farm leases; problem of ownership; farm mortgages; reform programs.

Mr. Hamilton

Rural Soc. 532. Social Security of Rural People 0-3-0

Analysis of the major fields of security and insecurity in American rural life. Problems of insecurity are studied with respect to extent, causes, effects, and methods of dealing with them. Special attention is given to the functioning of Federal-State Social Security in rural society and recent developments are reviewed.

Mr. Mayo

Rural Soc. 631. Population Analysis 3-0-0

Prerequisite: Rural Sociology 411.

Sources and characteristics of population data, problems in population data analysis, and a critical survey of important analytical sutdies and periodicals in the field.

Mr. Mayo

Rural Soc. 663. Social Aspects of Agricultural Programs 0-0-3

The study of agricultural programs as implemented by organizations in dynamic relation with the people whom they serve. The course considers the relation of agricultural programs to the social structure and forces in rural society, the problem of coordinating different types of programs, the problem of professional leadership, and problems of stimulating local leadership and participation.

Mr. Wilkening

Department of History and Political Science

History 534. (Same as Rural Soc. 534). Farmers' Movements 0-0-3

The origin, growth, and present status of such national farmers' organizations and movements as the Grange, the Farmers' Alliance, the Populist Revolt, the Farmers' Union, the Farm Bureau, the Society of Equity, the Nonpartisan League, and cooperative marketing.

Mr. Noblin

Pol. Sc. 501. Modern Political Theory 3-0-0

Prerequisite: Consent of the instructor.

A study of the state and its relationship to individuals and groups, approached through the reading of selected passages from the works of outstanding political philosophers from the sixteenth century to the present.

Mr. Edsall

Pol. Sc. 502. Public Administration 0-3-0

Prerequisite: Consent of the instructor.

A study of the principles and problems of administration in a democracy, including such matters as organization, personnel, fiscal management, relationship to the legislative and judicial functions, control of administrative agencies and policies, and public relations.

Mr. Edsall

Department of Mathematical Statistics (Chapel Hill)

182. Mathematical Economics (1950-51 and alternate years) 5-0-0

Prerequisite: Mathematics 171 (Advanced Calculus). Corequisite: Mathematics 147 (Matrices).

A mathematical treatment of economic theory in terms designed to lead to statistical studies, as well as to obtain qualitative general results. The different kinds of markets. Competition and monopoly in their various forms. Utility and rank orders of preference. Relations among commodities. Joint demand functions and joint supply and cost functions for related commodities. Incidence and economic effects of taxation. Welfare economics. Railway and utility rates. Theorems on maximum welfare in relation to laissez-faire and socialist philosophies.

Mr. Hotelling

183. Advanced Mathematical Economics (1950-1951 and alternate years) 0-3-0

Prerequisites: Statistics 182 and Mathematics 141 (Differential Equations).

Dynamic variations in the economy. Development of elementary parts of the calculus of variations and of stochastic difference equation theory, with applications to economic problems. Mathematical treatment of business cycles. Valuation of property taking account of depreciation and depletion. Most profitable rates of exploitation of mineral and biological resources. Relation of private exploitation to the public welfare and effects of various taxes and regulations.

Mr. Hotelling

237. Theory of Time Series (1950-1951 and alternate years) 0-0-5

Prerequisite: Statistics 132. Corequisite: Statistics 133.

Evolutionary and stationary discrete processes. Methods of analyzing non-stationary series; trend lines, moving averages, variate differences. Elements of the theory of stationary discrete processes; the decomposition theorem. Special models: the sinusoidal limit theorem. Linear stochastic differences equations. Tests for randomness. Distribution of the serial correlation coefficient. Periodogram. Correlogram.

Mr. Ghurye and Mr. Hotelling

Department of Economics and Commerce (Chapel Hill) *

131. Economic Theory
141. Public Finance
142. Problems in Public Finance
143. Problems in State and Local Finance
145. Theories and Forms of Business Enterprise
151. Transportation
153. Public Utilities
161. Theory of International Trade
185. Business Cycles
191. An Introduction to the Labor Movement
192. Labor and Social Control
195. Theories of Economic Reform
197. Government and Business
211. Advanced Commodity Economics
224. The Economics of Marketing
241. History of Fiscal Doctrines
244. Industrial Combinations
251, 252, 253. Advanced Economic Theory
281. Money, Prices, and Foreign Exchange

* The courses shown do not constitute the complete offering of this department; for a complete listing of courses, course descriptions, and instructors, see the most recent catalog of the University of North Carolina at Chapel Hill.

282. Commercial and Central Banking
291. Labor Economics
341. Research Course in Public Finance
351 a. b. c. Seminar in Economics
382. Seminar in Private Finance
385. Economic Dynamics

Department of Economics *

Duke University
Durham, North Carolina

204. Advanced Money and Banking
215. Economic Systems
216. Economic Functions of the State
217. Population Problems and Resources
218. Business Cycles
233. State and Local Finance
234. Federal Finance
236. Taxation and Government Finance
241-242. Value and Distribution
245. Problems of Modern Industrialism
256. Labor Legislation
265. International Trade and Finance
268. Competitive versus Monopolistic Enterprise
304. Seminar in Money and Banking
311-312. History of Political Economy
313-314. Seminar in Economic Theory
317. Seminar in Population Problems
319. Seminar in the Theories and Problems of Economic Change
320. Seminar in Business Cycles
330. Seminar in Public Finance
343. Seminar in Financial Organization
355. Seminar in Labor Problems
365. Seminar in International Trade
368. Seminar in Marketing Problems
389. Seminar in Business and Government

* The courses shown do not constitute the complete offering of the department; for a complete listing of courses, course descriptions, and instructors, see the most recent catalog of the Graduate School of Arts and Sciences, Duke University.

SYLLABI

TITLE: Farm Management I

COURSE NUMBER: Agricultural Economics 303

CREDITS: Four

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion, and one 2-hour laboratory period a week to exercises designed to illustrate the lectures

PREREQUISITES: Economics 201, 202

MATERIALS FOR READING ASSIGNMENTS:

A. Texts:
1. Forster, Farm Organization and Management
2. Boss and Pond, Modern Farm Management
3. Black, Clawson, Sayre, and Wilcox, Farm Management
4. Hopkins, Elements of Farm Management

B. Selected readings from other books, bulletins, and journal articles

GENERAL SCOPE AND NATURE OF COURSE: A practical course in the application of economic principles to the farm business. Emphasis is placed on the methods used by a farmer to reach decisions regarding the organization, operation, buying and selling, financing, and integration of the farm business to maximize net returns.

SPECIFIC SUBJECTS:

A. Introduction to Farm Management

B. Characteristics of Modern Farming

C. The Nature of Farm Management

D. Demonstration of a Farm Planning Technique

E. Farm Organization Problems and their Solution by

1. Budget analysis or substitution
2. Direct comparison
3. Use of standards
4. Use of farm practices

F. Measuring Results of the Farm Business

1. Uses of farm records
2. Mechanics of keeping farm records
3. Farm record analysis

G. Specialized and Diversified Farming

H. Achieving Scale in the Farm Business

I. Selection and Acquisition of the Farm

J. Credit and Farm Management

K. Farm Mechanization and Work Simplification

L. Marketing and Farm Management

M. Land Tenure, Rental Arrangements, Leases, Etc.

N. Rural Policy and Farm Management

NOTE: This course is taught in the fall and spring terms. The arrangement of lecture, laboratory work, and field work is essentially the same for each term.

The laboratory exercises consist of practical problems pertaining to the field of farm management. Each student is expected to apply budget analyses in the development of a farm plan for his home farm. Experience is gained in the keeping and analyzing of farm records, in the mechanics of applying for and using credit, and in the mechanics of developing and using a farm lease.

TITLE: Marketing Agricultural Products

COURSE NUMBER: Agricultural Economics 311

CREDITS: Four

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion, and one 2-hour laboratory period a week to exercises designed to illustrate the lectures

PREREQUISITE: Agricultural Economics 303

MATERIAL FOR READING ASSIGNMENTS:

A. Texts: 1. Phillips and Duncan, Marketing -- Principles and Methods
2. Shepherd, Marketing Farm Products

B. Selected readings from the following books:

1. Clark and Weld, Marketing Agricultural Products
2. Shepherd, Agricultural Price Analysis
3. Encyclopaedia of the Social Sciences, Vol. I

C. Selected readings from other books, bulletins, and journal articles

GENERAL SCOPE AND NATURE OF COURSE: A first course in the marketing of agricultural products — in which the marketing practices are described, and the relevant economic principles are applied. Especial emphasis is placed upon the marketing agencies involved, and the services and functions performed. The costs of marketing are studied, and the farm marketing system appraised. The principles of cooperative marketing are introduced.

SPECIFIC SUBJECTS:

A. Introduction to Marketing

1. The relationship of marketing to economics and other branches of learning
2. Review of useful economic concepts
   a. Nature of economics
   b. Functions of an economic system
   c. Basic economic units and institutions
3. Marketing and the consumer
4. Retailing
5. Wholesaling
6. Position of marketing in agriculture

B. Supply and Demand for Farm Products — Short-run and Long-run

C. Organization of Agricultural Marketing

1. Structure of markets and market areas
2. Methods employed in marketing

D. Marketing Activities

1. Wholesaling — pricing policy, costs, scale of operations, and combination of products handled
   a. Agricultural cooperatives in marketing
   b. Operating practices of local dealers
   c. Central wholesale markets and activities of middlemen therein
2. Retailing — pricing policy, costs, scale of operations, and combinations of products handled
3. Performance of facilitating functions — costs, scale of operations, combination of products handled
   a. Commodity exchanges and futures trading
   b. Market news
   c. Financing
   d. Standardization and grading

E. Marketing Efficiency

1. Efficiency in the production of marketing services
2. Pricing efficiency

F. Special Topics

1. Problems in reducing the costs of marketing — dynamic aspects
2. Effects of, and means for dealing with, elements of imperfect competition within different sectors in marketing
   a. Resources required in marketing
   b. Quality of service produced
   c. Pricing
3. Research in marketing
4. Governmental relationships to marketing

TITLE: Farm Appraisal

COURSE NUMBER: Agricultural Economics 413

CREDITS: Three

PROCEDURE: Two 50-minute class periods per week will be devoted to lecture and discussion, and one 3-hour laboratory period a week to the solution of problems commonly encountered in making farm appraisals

PREREQUISITE: Agricultural Economics 303

MATERIALS FOR READING ASSIGNMENTS:

A. Texts:
1. Murray, Farm Appraisal
2. Equitable Life Assurance Society, Appraising Farms for Loans
3. Doane Agricultural Service, Doane Rural Appraisal Handbook

B. Selected readings from other books, journal articles, government bulletins and reports, bulletins and special reports from the Federal Reserve System, and research reports by experiment stations and commercial concerns

GENERAL SCOPE AND NATURE OF COURSE: The fundamentals of farm appraisal and practical methods of evaluating farms of various types and sizes

SPECIFIC SUBJECTS:

A. The material to be presented in the lecture periods includes the following:

1. Trends in farm land values in the United States
2. Agriculture in relation to the rest of the economy
3. Programs, policies, and economic conditions affecting the general price level
4. The effect of agricultural programs on land values
5. Factors affecting the earning capacity and value of farm land

a. Type of farming and land use
b. Prices paid by farmers
c. Prices received by farmers
d. Technology
e. Crop yields
f. Livestock production rates
g. Size of operating unit
h. Forest resources
i. Condition of improvements
j. Location, markets, community, and public services available
k. Outside influences
l. Farm layout and arrangement of buildings

6. Methods of appraisal
   a. Value based on the long-time earning capacity of the farm
      (1) Preparation of farm map
      (2) Detailed inventory of natural resources
      (3) Determining land use
      (4) Selection and use of prices and index numbers in the appraisal process
      (5) Estimating farm receipts and expenses
      (6) Capitalisation of net farm income
   b. Short-cut methods of appraisal
   c. Estimated resale value
   d. Value comparisons
7. The wise use of credit
8. Selecting and purchasing a farm

B. Most of the laboratory periods will be spent in actual appraisal of farms and in working up appraisal reports in order to give students practical experience in determining values. These periods will be apportioned approximately as follows:

1. Soils: their classification and use as related to farm values (1 period)
2. Farm buildings: methods of determining cost and value in relation to prospective use (2 periods)
3. Forest resources: methods of determining values (1 period)
4. Appraising crop farms: details of appraisal and preparation of reports (2 periods)
5. Appraising livestock farms: details of appraisal and preparation of reports (2 periods)
6. Appraising highly specialized farms: details of appraisal and preparation of reports (2 periods)

TITLE: Agricultural Cooperation

COURSE NUMBER: Agricultural Economics 422

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311

MATERIAL FOR READING ASSIGNMENTS:

A. Texts: 1. Bakken and Schaars, Economics of Cooperative Marketing
2. Davis, Tax Status of Cooperatives

B. Selected readings from the following books:

1. Buck, The Granger Movement
2. Burley, The Consumers' Cooperative as a Distributive Agency
3. Filley, Cooperation in Agriculture
4. Nourse, Legal Status of Agricultural Cooperation
5. Warbasse, Cooperative Democracy

C. Selected readings from research reports and government bulletins

GENERAL SCOPE AND NATURE OF COURSE: A study of cooperative principles and practices, as applied to farmers' purchasing, marketing and service cooperatives; the place of cooperatives in modern society; problems relating to organization, operation and taxation will be considered, and study made of the cooperative marketing different commodities.

SPECIFIC SUBJECTS:

A. Nature of Cooperation

1. Types of cooperatives
2. Objectives of cooperation
3. Theory of cooperation

B. Background of Agricultural Cooperation

1. Forerunners of the cooperative movement
2. Development of cooperative marketing in U. S.
3. Cooperative marketing in other countries
4. Cooperative marketing in North Carolina

C. Cooperative Purchasing

D. Cooperative Marketing Associations

1. Types of marketing associations
2. Cooperative marketing principles
3. Functional operations
   a. Pooling of agricultural products
   b. Pricing and selling policies
4. Cooperative marketing by commodities
   a. Grain
   b. Livestock
   c. Poultry and eggs
   d. Dairy products
   e. Cotton
   f. Tobacco
   g. Fruits and vegetables

E. Problems in Agricultural Cooperation

1. Legal aspects
   a. Legal basis of cooperation
   b. Marketing contracts
2. Organization of cooperative associations
   a. Preliminary survey
   b. Forming the association
   c. Incorporation
   d. Financing
   e. Management
   f. Membership relations
3. Tax status of farmer cooperatives

Note: A term problem dealing with some specific phase of Agricultural Cooperation will be required.

TITLE: Agricultural Prices

COURSE NUMBER: Agricultural Economics 431

CREDITS: Three

PROCEDURE: Three 50-minute periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311

MATERIAL FOR READING ASSIGNMENTS:

A. Texts: 1. Shepherd, Agricultural Price Analysis (3rd Edition)
2. Waite and Trelogan, Introduction to Agricultural Prices

B. Selected readings from other books, journal articles, and research reports

GENERAL SCOPE AND NATURE OF COURSE: An introductory course dealing with the functions of prices in our economic system. Primary emphasis is placed upon the price-making forces, changes in these forces over time, and the relationships of prices to the production and consumption of agricultural products. Current agricultural price policies are examined in terms of the underlying economic problems.

SPECIFIC SUBJECTS:

A. Introduction

1. Nature of economics and economic problems
2. Functions of an economic system
3. Basic economic units and institutions and their role in solving economic problems in our society

B. Relationship between Monetary and Fiscal Programs and the General Price Level

C. Demand in Consumers' Markets

1. Assumptions underlying the Marshallian demand curve
2. Forces determining the shape of demand curves
3. Problems encountered in statistical derivation of demand curves for agricultural products
4. Relationship between changes in the quantity demanded and total revenue
5. Relationship between shifts of the demand curve and total revenue for various types of commodities
6. Short-time and long-time movements of forces affecting demand schedules

D. Nature of Demand in Producers' Markets

E. Supply in Consumers' Markets

1. Meaning of supply curves
2. Nature of supply curves in consumers' markets

F. Supply in Producers' Markets

1. Nature of supply of agricultural products — short-run and long-run
2. Costs and supply for the firm
3. Costs and supply for the industry

G. Price Formation within Markets

1. Transmission of price information
2. Interpretation of price information
3. Market imperfections

H. Determination of Market Areas of Supply

I. Analysis of Movements in Prices of Agricultural Products

1. Theory of price movements
2. Problems of empirical measurement
3. Seasonal, cyclical, and secular price movements

J. Futures Trading and Prices

1. Theory of futures markets

2. Cash and future prices as production guides

K. Current Agricultural Price Policies

1. Price control
2. Parity prices
3. Forward prices

TITLE: Agricultural Finance

COURSE NUMBER: Agricultural Economics 432

CREDITS: Three

PROCEDURE: Three 50-minute periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 303

MATERIALS FOR READING ASSIGNMENTS:

A. Text: Murray, Agricultural Finance

B. Selected readings from other books:

1. Norton, Financing Agriculture
2. Black, Editor, Research in Agricultural Credit, Social Science Research Bulletin 3

C. Selected readings from the following periodicals:

1. Agricultural Finance Review, USDA, BAE
2. Agricultural Statistics, USDA, BAE
3. Federal Reserve Bulletin
4. Journal of Farm Economics
5. Loans and Discounts, USDA, FCA
6. Trade and financial papers

GENERAL SCOPE AND NATURE OF COURSE: This course is designed to provide the student with a knowledge of credit, how it can be used effectively by farmers, and the major private and governmental sources of credit for farmers. The major problems connected with credit will be considered.

SPECIFIC SUBJECTS:

A. Introduction

1. The nature and origin of credit in the economy
2. Financing by means of credit vs. financing from savings
3. The nature of credit markets in agriculture compared with those in industry
4. The function of credit as a means of supplementing farmers' resources
5. Types of security for agricultural credit
   a. Physical assets
   b. Earning capacity
6. Different bases for the classification of farm credit
7. Economic consequences of various repayment plans — cost of credit, effect of source, etc.

B. Methods of determining the amount of credit a farmer needs

1. Analysis of the farmers' financial records
   a. Balance sheets
   b. Income and expenses
2. Marginal analysis
   a. Budget analysis
   b. Under conditions of certainty
   c. The effect of hazards, changes in prices, and costs on credit needs and on credit problems

C. Description and operations of lending agencies

1. Commercial banks, trust companies, individuals, merchants, and others
2. Governmental agencies and institutions
   a. Federal credit banks
   b. Intermediate banks
   c. Production credit corporations
   d. Banks for cooperatives
   e. Farmers' Home Administration
   f. Tenant-purchase loans and mortgage insurance

D. Credit problems

1. Supervision of farm credit
2. Credit for financing radical changes in farming system
3. Relation of credit to tenure
4. Foreclosure problems
5. Procedure in buying a farm
6. Needed changes in governmental agencies supplying credit to farmers
7. Recent efforts of commercial banks to supply supervised credit
8. Relation of credit policy to agricultural values, and to inflationary and deflationary forces — for the farm and for agriculture in the aggregate

TITLE: Agricultural Policy

COURSE NUMBER: Agricultural Economics 433

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 303

MATERIALS FOR READING ASSIGNMENTS:

A. Texts: 1. Schultz, Agriculture in an Unstable Economy
2. Moore, The Farmer and the Rest of Us

B. Selected readings from the following books:

1. Jesness, Editor, Readings on Agricultural Policy
2. Shepherd, Agricultural Price Policy (3rd Edition)
3. Black and Kiefer, Future Food and Agriculture Policy
4. Griswold, Farming and Democracy

C. Selected readings from journal articles and research reports

GENERAL SCOPE AND NATURE OF COURSE: The need for special legislation for United States agriculture; principal provisions of programs now in effect, and the administrative character of the responsible agencies; effects of agricultural policy upon the agricultural sector, and upon the rest of the economy

SPECIFIC SUBJECTS:

A. The Conditions Which Put Agriculture at a Disadvantage in a Modern and Highly Developed Economy

1. In the market
2. In production
3. In the social setting

B. Goals of Agricultural Policy

C. The Philosophy and Design of Agricultural Legislation

1. Parity as an idea, and as formulated by law
2. Price supports
3. Production controls and marketing quotas
4. Soil conservation
5. Administrative problems

D. Critical Appraisal

1. Effects upon special groups and regions — tobacco and the South as examples
2. Are the mechanisms of our agricultural policy appropriate for achieving price and income stabilization?
3. Are prices and incomes goals of agricultural policy?

TITLE: Cotton and Tobacco Marketing

COURSE NUMBER: Agricultural Economics 442

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311

MATERIALS FOR READING ASSIGNMENTS:

A. Texts: 1. Richards, Cotton and the AAA
2. Fisher, Economics of Flue-Cured Tobacco
3. Gage, American Tobacco Types, Uses, and Markets USDA, Circular No. 249

B. Selected readings from other books, from journal articles, research reports, and government bulletins

GENERAL SCOPE AND NATURE OF COURSE: A descriptive analysis of the practices and methods used, and the problems involved, in the marketing of cotton and tobacco. Especial attention is paid to consumption and supply, to the pricing system, and to the government policies that influence the marketing of these two commodities.

SPECIFIC SUBJECTS:

A. Marketing of Cotton

1. Introduction
   a. Uses of cotton- nature of the product; cotton classification
   b. Character of demand; competitive position of cotton; nature of foreign demand for cotton and cotton products
   c. Production characteristics; types of farm enterprises; areas of production; elasticity of supply
   d. Organization of the market
2. Marketing structure and efficiency
   a. Physical operations
      (1) Agencies and functions, including the functions of commodity exchanges, and futures markets
      (2) Location and types of markets
      (3) Scale of marketing operations
   b. Pricing
      (1) Price determination of various points
3. Processing of cotton — cotton textile industry
   a. Competitive conditions
   b. Scale of production — influences thereon
4. Problems
   a. Government policy toward cotton — effects upon production, consumption, marketing, pricing and income distribution, and exports

B. Marketing of Tobacco

1. Introduction
   a. Uses of tobacco; nature of the product, grading systems for tobacco leaf
   b. Nature of demand; competitive position of tobacco; growth in demand; foreign demand for tobacco
      (1) Price elasticity of demand
      (2) Income elasticity of demand
      (3) Advertising
   c. Character of production; types of farm enterprises; areas of production; labor and capital needs; social and cultural inter-relationships
2. Tobacco manufacturing industry — competitive aspects
3. Marketing
   a. Physical operations
      (1) Market location
      (2) Agencies and functions
      (3) Scale of marketing operations.
   b. Price determination
      (1) At the auction market
      (2) At the consumer level
4. Problems
   a. Government policy toward tobacco — effects on production, consumption, marketing, pricing and income distribution, foreign trade in tobacco, and the flexibility of agricultural production
   b. Cooperatives in the marketing of tobacco leaf

TITLE: Marketing Dairy Products

COURSE NUMBER: Agricultural Economics 462

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion; a term paper and two assigned problems

PREREQUISITE: Agricultural Economics 311, or equivalent

MATERIALS FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings from the following:

1. Gaumnitz and Reed, Some Problems Involved in Establishing Milk Prices
2. State Agricultural Experiment Station bulletins
3. United States Department of Agriculture bulletins and current publications
4. State and Federal milk control reports

GENERAL SCOPE AND NATURE OF COURSE: This course is designed to give the student a good understanding of economic problems involved in the marketing of milk and its products; and the practical application of solutions to these problems as they occur in the assembly, processing, distribution, pricing, and consumption of dairy products. Considerable time is devoted to an understanding of the characteristics of, and developments in, the marketing of the principal dairy products, particularly fluid milk in the South; this includes a review of the degree to which markets are competitive, and an analysis of administered milk pricing plans.

SPECIFIC SUBJECTS:

A. Market News and Data

1. Sources
2. Nature

B. Production and Utilization of Milk by Areas in the United States

1. Fluid milk
2. Evaporated milk
3. Cheese
4. Dried milk
5. Ice cream
6. Butter

C. Trends in Milk Production and Utilization

1. By products
2. By areas

D. Marketing Systems for Individual Dairy Products

1. Regional
2. Seasonal production and storage
3. Country assembly
4. Processing plants
5. Distribution systems
6. Trends in marketing methods and organization
7. Cooperative marketing

E. Health Regulations as They Affect Market Outlets

1. Fluid milk
2. Condensery milk
3. Ice cream
4. Butter

F. Consumption of Dairy Products as Affected by

1. Income
2. Price
3. Quality
4. Availability
5. Race

G. The Pricing System for Dairy Products

1. Regional differences in price
2. Price differences by products
3. Seasonal pricing
4. Fluid milk pricing plans
   a. Flat pricing
   b. Use-classification
   c. Base-surplus
   d. Combinations
5. Formula pricing

H. Efficiency in Marketing Dairy Products

1. Costs of various marketing services
2. Relative costs of marketing of different products
3. Rates of profits by products
4. Means of increasing efficiency

I. Federal Regulation of Milk Markets

1. Federal orders
2. State control boards
3. Federal price supports

J. Term Papers Discussion

TITLE: Marketing Fruits and Vegetables

COURSE NUMBER: Agricultural Economics 464

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311

MATERIALS FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings from books, government bulletins, journal articles, and research reports

GENERAL SCOPE AND NATURE OF COURSE: The characteristics of production of, and demand for, the principal fruits and vegetables; the organization of markets and the methods of marketing; efficiency in the production of marketing services; pricing and price discrimination; the relation of the organization of the processing industries to marketing; the role of government in the production and marketing of fruits and vegetables.

SPECIFIC SUBJECTS:

A. Introduction

1. Particular fruits and vegetables to be considered
2. Physical characteristics of the different products
3. Uses of the product — optional uses
4. Production characteristics for the different fruits and vegetables in relation to marketing
   a. Types of enterprises
   b. Scale of production — labor and capital needs
   c. Combinations of products grown
   d. Production areas for different products
   e. Competition among areas
   f. Locational determinants
   g. Elasticity of supply
   h. Seasonal flow
5. Characteristics of demand for fruits and vegetables
   a. Competition among products
   b. Price elasticity of demand
   c. Income elasticity of demand
   d. Dynamic aspects of demand
   e. International trade in fruits and vegetables

B. Production of Marketing Services

1. Marketing channels for different products
2. Location and types of markets
3. Wholesaling — scale of operations, marketing costs, combinations of products handled, and organizational aspects of the agency
4. Retailing — scale of operations, marketing costs, combinations of products handled, and organizational aspects of the performing agency
5. Facilitating and other functions — scale of operations, operating costs, product combinations handled
   a. Transportation
   b. Storage
   c. Risk-bearing — commodity exchanges and futures trading
   d. Financing
   e. Standardization and grading
   f. Market news

C. Price determination and related aspects

1. Pricing at various stages in the marketing process
2. Government policy — the effects upon production (especially location of production), consumption, marketing, and pricing and income distribution
3. Influences of the presence of other elements of imperfect competition in the marketing sector
4. Price discrimination according to use of product

D. Economic Aspects of the Processing of Fruits and Vegetables

1. Organization of the processing firms, particularly with regard to scale of operations, degree of horizontal and vertical integration, and relative position in the particular sector

E. Cooperative Marketing and Processing of Fruits and Vegetables

TITLE: Marketing Livestock and Meats

COURSE NUMBER: Agricultural Economics 472

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311, or equivalent

MATERIALS FOR READING ASSIGNMENTS:

A. Text: Dowell and Bjorka, Livestock Marketing

B. Selected readings from North Carolina, Southern Regional and other Agricultural Experiment Station and USDA bulletins, reports and publications

GENERAL SCOPE AND NATURE OF COURSE: This course is designed to give an understanding of the types and nature of livestock markets and marketing agencies; the influence of grade, quality, seasonality of sale, and market outlets on price and price differentials; the principal practices followed in selling livestock in the Southern States; and the extent of governmental regulation and supervision of livestock marketing. Emphasis will be placed on livestock marketing problems in the South as they affect farm income and marketing costs.

SPECIFIC SUBJECTS:

A. Meat Supply and Consumption Areas

B. Types, Nature, and Location of Livestock Markets and Marketing Agencies

C. Choice of Markets, Basis of Sale, and Methods of Selling

D. Livestock Prices and Price Differentials

E. Transportion of Livestock

1. Methods
2. Distance
3. Charges
4. Shrinkage and other losses

F. Livestock Market News and Statistics

G. An Appraisal of Livestock Marketing Developments and Problems in the South, including:

1. Concentration of livestock
2. Costs of marketing
3. Direct marketing
4. Relationship of marketing practices to recommended production practices and market price differentials

H. Regulation and Supervision of Livestock Marketing

I. Functions, Services, and Costs Involved in Wholesale and Retail Meat Distribution

TITLE: Land Economics

COURSE NUMBER: Agricultural Economics 512

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 303

MATERIAL FOR READING ASSIGNMENTS:

A. Texts: 1. Timmons and Murray, editors, Land Problems and Policies
2. Renne, Land Economics

B. Selected readings from the following books:

1. Boulding, Economic Analysis (revised edition)
2. Ackerman and Harris, editors, Family Farm Policy
3. Salter, Research in Land Economics
4. Spiegel, Land Tenure Policies

C. Selected readings from research reports and scientific journals

GENERAL SCOPE AND NATURE OF COURSE: A course dealing with the theoretical aspects of the supply and utilization of land; analysis of the economic problems connected with farm tenancy, resource conservation, and the transfer of property.

SPECIFIC SUBJECTS:

A. Land Resources and Major Uses of Land in the United States

1. Short survey of the physical environment factors of farming in the United States
2. Regional analysis of types of farming; the different combinations of land, labor and capital

B. Economic Processes in Land Utilization

1. Equi-marginal analysis of economic rent as applied to land and contractual rent payments
2. Principles of diminishing returns, specialization, location, and comparative advantage applied to variations in land supply, and efficiency in land utilization

C. Institutional Framework and Property Rights

1. Social structures and processes of land appropriation
2. Land as property
3. Social control of landed property
4. Formal controls in the United States
   a. Police power
   b. Eminent domain

D. Land Tenure and Tenancy

1. Legal background and historical foundations of land tenure and tenancy in the United States
2. Types of lease contracts and landlord-tenant relationships, especially in the South and Middle West
3. The economics of tenancy
4. Some foreign comparisons

E. Family Farm Problems

1. Definition of the family farm from an economic viewpoint; the "efficiency" criterion and its limitations
2. Requirements of size, labor, and capital in family enterprises, and their regional differentiations

F. The Economics of Resource Conservation

1. Need and nature of conservation
2. Present conservation programs
3. "Costs" of conservation — individual and social aspects
4. Appraisal of conservation practices, programs, and policies

G. Land Policies

1. Summary and appraisal of recent developments in land distribution, ownership, and legislative actions

TITLE: Marketing Methods and Problems

COURSE NUMBER: Agricultural Economics 521

CREDITS: Three

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 311

MATERIALS FOR READING ASSIGNMENTS:

A. Texts: 1. Cox and Alderson, editors, Theory in Marketing
2. Nicholls, Imperfect Competition Within Agricultural Industries

B. Selected readings from the following books:

1. Stewart and Dewhurst, Does Distribution Cost Too Much?
2. Chamberlin, Theory of Monopolistic Competition
3. Robinson, Economics of Imperfect Competition
4. Readings in the Social Control of Industry
5. Borden, Economic Effects of Advertising
6. Black, Production Economics
7. Boulding, Economic Analysis
8. Shepherd, Agricultural Price Analysis
9. Phillips and Duncan, Marketing -- Principles and Methods
10. Cost Behavior and Price Policy
11. Black and Houston, Resource-Use Efficiency

C. Selected readings from the following journals:

1. Journal of Farm Economics
2. Journal of Marketing
3. Econometrica

GENERAL SCOPE AND NATURE OF COURSE: A course designed to bridge the gap between marketing and economic theory with the additional objectives of examining the implications of imperfect competition for marketing, and of treating some of the problems encountered in conducting research in the field of agricultural marketing

SPECIFIC SUBJECTS:

A. The Marketing Problem in General

B. Theory in Marketing

1. Current status
2. Marketing and economic theory
3. Examples of recent attempts to further marketing theory

C. Imperfect Competition in Agricultural Markets

1. Background of the problem
2. Classification scheme
3. The motivation: economic rent
4. Usefulness of the concept of imperfect competition
5. Outward symbols
   a. Service and product differentiation
   b. Price discrimination
   c. Oligopoly behavior
   d. Advertising
   e. Bilateral monopoly
6. Dynamics

D. The Problem of Risk and Uncertainty in Agricultural Marketing

1. Risk and uncertainty defined
2. Origin of risk: means of shifting risk
   a. Hedging and speculation
      (1) The relationship between spot and futures prices
   b. Insurance
      (1) Conditions necessary for insurance
3. Origin and consequences of, and means for dealing with, uncertainty

E. Marketing Research

1. The problem
2. The need
3. Marketing research in general
4. Research in costs and prices
5. Research in the efficiency of the employment of resources

TITLE: Farm Management II

COURSE NUMBER: Agricultural Economics 523

CREDITS: Three

PROCEDURE: Two 50-minute class periods per week will be devoted to lecture and discussion; one 2-hour laboratory period per week will be devoted to solving problems and illustrating principles involved in organizing and managing farms, and in developing community and county agricultural programs

PREREQUISITE: Agricultural Economics 303

MATERIALS FOR READING ASSIGNMENTS:

A. Texts: 1. Forster, Farm Organization and Management(Revised)
2. Black, Clawson, Sayre, and Wilcox, Farm Management

B. Selected readings from the following:

1. Boulding, Economic Analysis (Revised Edition)
2. Marshall, Principles of Economics (8th Edition)
3. Journal articles
4. Research and Extension bulletins and reports

GENERAL SCOPE AND NATURE OF COURSE: The factors involved in the organization and management of typical farms in the State, and problems and principles involved in their solution; development of county agricultural programs

SPECIFIC SUBJECTS:

A. The material to be presented in the lecture periods includes the following:

1. Introduction
   a. Review of theory of the firm
   b. Data needed to apply theory of the firm to the farm business; the economics of cost, revenue, and substitution, kinds of records to keep, and methods of analyzing the farm business
2. The individual farm
   a. Methods of farm planning
   b. Mechanization of agriculture, the effects and problems involved
   c. Labor management problems
   d. Efficiency in the use of labor
   e. Tenure problems; landlord-tenant relationships
3. Developing county, area, and state agricultural programs
   a. Relation of the firm to the aggregate
   b. Methods of developing and testing programs
   c. Administrative problems encountered in developing and carrying out agricultural programs

B. Laboratory Periods will be used for visiting farms and working out solutions to the problems found, and to developing and testing county agricultural programs.

TITLE: Agricultural Economics

COURSE NUMBERS: Agricultural Economics 551, 552, 553

CREDITS: Three per term, total of nine for three terms

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITE: Agricultural Economics 303, or permission of Head of Department of Agricultural Economics

MATERIALS FOR READING ASSIGNMENTS:

A. Texts: 1. Boulding, Economic Analysis (Revised Edition)
2. Stigler, Theory of Price .
3. Cohen, The Economics of Agriculture

B. Selected readings from other books, from journal articles and research reports

GENERAL SCOPE AND NATURE OF COURSE: An intermediate course in economic principles and their application to agriculture. Emphasis will be placed on the development of an understanding of the tools and concepts necessary in economic analysis, and an attainment of facility in their use in analyzing economic problems in agriculture.

SPECIFIC SUBJECTS:

A. 551 (Fall Term)

1. Nature of science, social science, and economic science
2. Scope and method of economics
3. Economic organisms: household, firm, and government
4. Theory of the household
   a. Consumption; marginal utility concepts; preference patterns
   b. Demand — revenue concepts
   c. National income and income distribution between agriculture and the other sectors of the economy

B. 552 (Winter Term)

5. Agricultural production economics
   a. Marginal productivity concepts
   b. Cost concepts
   c. Cost and supply of agricultural products and factors
   d. Laws of returns
   e. Location of agricultural production
   f. Impacts of risk and uncertainty on agriculture
6. Markets and price-making
   a. Perfect and imperfect competition
   b. Consumption goods markets (agricultural products markets)
   c. Factor markets in agriculture
   d. Circular flow of goods and services
7. Distribution of income within agriculture
   a. Personal: functional
   b. Wages: demand for labor, supply of labor, etc.
   c. Rent: economic rent, land as an economic factor, etc.
   d. Profits: role of risk and uncertainty
   e. Interest

C. 553 (Spring Term)

8. Equilibrium concepts
   a. Partial
   b. General -- between industries
   c. Industry -- agriculture, in particular
   d. Firm
9. Money and price level in relation to resource use in agriculture
   a. Money supply; the banking system
   b. Quantity theory of money
   c. Business cycles
10. International trade, particularly in agricultural products
   a. Comparative advantage under perfect competition
   b. Price determination for goods and services in international trade
   c. Effects upon trade of the erection of barriers to the free flow of goods and services, and the immobility of productive factors
11. Government in economics
   a. The government as an economic organism
   b. Monetary and fiscal policy
   c. Labor policy
   d. Agricultural policy
   e. Foreign policy
   f. Industrial policy

REMARKS: Each term will be a prerequisite to the following term. Credit will not be given for less than two terms of this sequence.

TITLE: Analysis of Agricultural Policies and Programs

COURSE NUMBER: Agricultural Economics 631, 632, 633

CREDITS: Three per term, total of nine for three terms

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PRE EQUISITE: Agricultural Economics 551, 552, and 553; or may be taken with Agricultural Economics 641, 642, and 643; or permission of Head of the Department of Agricultural Economics

MATERIALS FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings from the following books:

1. Black, Parity, Parity, Parity
2. Boulding, Economic Analysis (Revised Edition)

3. Boulding, Economics of Peace
4. Colin Clark, Conditions of Economic Progress
5. Dunlop, Wage Determination under Trade Unions
6. Gray, Development of Economic Doctrine
7. Haberler, Prosperity and Depression (3rd Edition,Enlarged)
8. Hansen, Monetary Theory and Fiscal Policy
9. Hicks, Value and Capital
10. Hobbs, Leviathan
11. Hobhouse, Liberalism
12. Johnson, Trade and Agriculture
13. J. M. Keynes, General Theory of Employment, Interest and Money
14. J. N. Keynes, Scope and Method of Political Economy
15. Lange, On the Economic Theory of Socialism
16. Lerner, Economics of Control
17. Locke, Essays on Civil Government
18. Macfie, Economic Efficiency and Social Welfare
19. Marshall, Principles of Economics (8th Edition)
20. J. S. Mill, Logic
21. Myint, Theories of Welfare Economics
22. Myrdal, An American Dilemma
23. National Bureau of Economic Research, Cost Behavior and Price Policy
24. Ohlin, Interregional and International Trade
25. Parsons, Structure of Social Action
26. Pigou, Economics of Welfare (4th Edition)
27. Readings in the Social Control of Industry
28. Readings in the Theory of International Trade
29. Reder, Studies in the Theory of Welfare Economics
30. Robbins, Nature and Significance of Economic Science
31. Sabine, History of Political Theory
32. Samuelson, Foundations of Economic Analysis
33. Schultz, Agriculture in an Unstable Economy
34. Schultz, Food for the World
35. Schultz, Production and Welfare of Agriculture
36. Schumpeter, Capitalism, Socialism and Democracy
37. Survey of Contemporary Economics
38. Thomas, Our Modern Banking and Monetary System
39. Watkins, Political Tradition of the West
40. Wright, Democracy and Progress

C. Readings from selected journal articles

GENERAL SCOPE AND NATURE OF COURSE: Relation between policy and economics; analysis of the ideas and actions that have been developed with respect to policy in Europe and the United States. Description of the conditions defining production and utility possibilities in agriculture, and the implications of these conditions in evaluating the impacts of economic policies upon economic progress, efficiency in resource use, distribution of income, and welfare in agriculture. Analysis of the interrelationships of the policies of government, trade unions, monopolistic enterprise, and agricultural organizations.

SPECIFIC SUBJECTS:

A. 631 (Fall Term)

1. Political economy and economics
   a. Relationship between means and ends with respect to the individual and to the social aggregate
      (1) Concepts of individual and social behavior and the formulation of ends; the relative character of ends, immediate and more remote
      (2) Role of "economics" in ends
   b. Abstract and applied theory; the role of theory and empiricism, and of deductive and inductive methods in the study of policy
   c. "Subjective" and "objective" method; quantitative and qualitative method in the analysis of agricultural policies
2. Historical development of ideas and action with respect to policy
   a. Survey of ideas in recent centuries, from early European thought to contemporary "economic liberalism"
   b. Formulation of policy and of action programs in the United States, especially with respect to agriculture

B. 632 (Winter Term)

3. Methods and approaches of welfare economics
   a. Meaning of economic efficiency
   b. Nature of production possibilities
   c. Influence of changes in resource supplies and production techniques upon production possibilities
   d. Effects of uncertainty upon resource use
   e. Choosing from among various production possibilities — the concept of community indifference
4. The relationship between income and welfare
   a. Level of income
   b. Distribution of income
   c. Stability of income
   d. Growth of income; progress
5. Personal distribution of income
   a. Factors determining personal distribution of income — functional distribution, distribution of property and skills, monopoly, uncertainty, and institutions
   b. Effects of personal distribution of income upon efficiency in resource use and welfare
6. The level and distribution of agricultural income
   a. Problems of measurement
   b. Problems of comparison with the industrial sector of the economy
   c. Personal distribution of income and welfare in agriculture — basic welfare characteristics of the population and indexes of levels of living
7. Redistribution of income and levels of income and employment
   a. Marginal propensity to consume
   b. Multiplier effect

8. Investment in human beings
   a. Welfare effects of differential rates of investment in the human agent
   b. Economic aspects
   c. Significance of the problem in agriculture
9. Socially desirable minimum levels of living
   a. Meaning
   b. Effects upon national income and welfare
10. Incidence of income transfers
   a. Incidence of taxes
   b. Gains from subsidies
11. Economics of progress
   a. Nature and conditions of economic progress
   b. Economic progress in agriculture
   c. Differential national and regional rates of progress in agriculture
12. Impacts of selected proposals for changing income distribution upon welfare in agriculture
   a. Short- and long-run effects upon resource use, income, and welfare

C. 633 (Spring Term)

13. Monetary and fiscal policy
   a. Mechanics of policy formulation and administration
   b. Effects of policy upon price level, level of economic activity, and demand for agricultural products
14. International trade policy
   a. Mechanics of policy formulation and administration
      (1) National agencies
      (2) International agencies
   b. Analysis of goods and services, and countries, that are involved in foreign trade
   c. Effect of international trade policies upon the location of production, the movement of agricultural goods, and upon the welfare of consumers and agricultural producers
   d. Economic aspects of immigration policy; its relationship to international trade policy, and to agricultural policy
15. Labor policy — national and state policy toward labor unions; effects of labor union activities upon income, employment and the price level; relationship of minimum wage laws and labor union policies to the existence of employment opportunities for those now in agriculture, and to the price level for agricultural products; consistency of labor union policies and the policy of agricultural organizations
16. Monopoly policy
   a. Mechanics of policy formulation and administration
   b. Relationship of the activities of firms in the "monopoloid" sector to division of income between this and agricultural sector, and to consumer price level

17. Policy interrelationships — the interconnection between government policy toward agriculture, trade unions, monopolistic and large firms, and the economic policies of trade unions, monopolistic firms and trade organizations, and agricultural organizations

REMARKS: Each term is a prerequisite to the following term. Credit will not be given for less than two terms of this sequence.

TITLE: Economic Analysis of Agriculture

COURSE NUMBER: Agricultural Economics 641, 642, 643

CREDITS: Three per term, total of nine for three terms

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion.

PREREQUISITES: Equivalent of Agricultural Economics 551, 552, and 553; or an undergraduate degree and permission of the Head of the Department of Agricultural Economics

MATERIAL FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings from the following books:

1. Boulding, Economic Analysis (Revised Edition)
2. Brown, Framework of the Pricing System
3. Cassel, The Theory of Social Economy
4. Chamberlin, The Theory of Monopolistic Competition
5. Hicks, Value and Capital
6. J. N. Keynes, Scope and Method of Political Economy
7. Knight, Risk, Uncertainty and Profit
8. Lerner, Economics of Control
9. Marshall, Principles of Economics (Eighth Edition)
10. National Bureau of Economic Research, Cost Behavior and Price Policy
11. Readings in Economic Analysis
12. Readings in the Theory of Income Distribution
13. Robbins, Nature and Significance of Economic Science
14. Robinson, Economics of Imperfect Competition
15. Schumpeter, History of Economic Analysis
16. Stigler, Theory of Price
17. Triffin, Monopolistic Competition and General Equilibrium Theory

C. Selected readings from journal articles and research reports

GENERAL SCOPE AND NATURE OF COURSE: A study of objectives and procedures in the economic analysis of consumption, production, pricing systems, and distribution of income, particularly in their application to agriculture.

SPECIFIC SUBJECTS:

A. 641 (Fall Term)

1. Character and scope of economics as a discipline of study
2. Objectives and methods of analysis
3. Economic institutions and the locus of economic decisions
4. Consumer behavior and the economics of consumption; individual and aggregate demand

B. 642 (Winter Term)

5. Producer behavior, and the economics of production on individual farms and in the aggregate; character of costs and supply analysis of products
6. Supply of, and demand for, factors of production
7. General equilibrium, market relationships, and pricing systems for products and factors
   a. Introduction to general equilibrium
   b. Pure competition
   c. Monopolistic and imperfect competition
   d. Centrally controlled pricing

C. 643 (Spring Term)

8. Some special pricing problems
   a. Price discrimination
   b. Pricing and scale of output in publicly owned enterprises
   c. Location of markets
   d. Incidence of taxation
9. Development of ideas with respect to functional distribution of income
   a. Rent
   b. Profits
   c. Wages
   d. Interests
10. Employment, production, and income flow

REMARKS: Each term is a prerequisite to the following term. Credit will not be given for less than two terms of this sequence.

TITLE: Analysis of Economic Development in Agriculture

COURSE NUMBERS: Agricultural Economics 651, 652, 653

CREDITS: Three per term, total of nine for three terms

PROCEDURE: Three 50-minute class periods per week will be devoted to lecture and discussion

PREREQUISITES: Agricultural Economics 641, 642, and 643, or equivalent; or permission of the Head of the Department of Agricultural Economics

MATERIALS FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings from the following books:

1. Clark, The Conditions of Economic Progress
2. Fisher, Nature of Capital and Income
3. Harrod, Towards a Dynamic Economics
4. Hart, Anticipations, Uncertainty and Dynamic Planning
5. Keirstead, Theory of Economic Change
6. J. M. Keynes, General Theory of Employment, Interest, and Money
7. Knight, Risk, Uncertainty, and Profit
8. Moulton, Controlling Factors in Economic Development
9. Rae, The Sociological Theory of Capital
10. Readings in the Theory of Business Cycles
11. Schachle, Expectations in Economics
12. Schumpeter, Theory of Economic Development
13. Sweezy, Theory of Capitalistic Development

C. Readings selected from other books by Adam Smith, Ricardo, Malthus, Böhm-Bawerk, Wicksell, Schumpeter, Marx, Veblen, Marshall, Samuelson, Black, Schultz, Burns, and Kuznets

D. Readings in selected journal articles and research reports

GENERAL SCOPE AND NATURE OF COURSE: A study of the conditions necessary for, and the process of, economic progress of the individual farm and family and the economy; an analysis of the causes and consequences of continuous economic change — changes in technology, in factor supply, institutions, and in the structure of consumption; effects of rates of economic change on the level and pattern of employment, production, income and consumption, particularly in agriculture.

SPECIFIC SUBJECTS:

A. 651 (Fall Term)

1. Introduction: The meaning of economic change; measuring economic change; and concepts of the causes of economic change

2. Objectives and methods of analysis
3. Dynamic economic forces and the process of change
   a. Behavior of economic units in a developing economy—changes that affect unlike farms differently; the role of uncertainty; asset values and the cost structure for the farm and for agriculture in the aggregate
   b. Effects of economic change on personal and functional distribution of income, on factor employment, and on output
   c. Inter-industry, and international relationships

B. 652 (Winter Term) Wealth and Income in a Dynamic Economy

4. Causes of economic change reconsidered; the basic forces underlying the "Causes" of economic change; interrelationships among causes and between causes and consequences
5. Conditions necessary for economic change
6. Integration of theories of economic change since Adam Smith; this includes relevant parts of the work of Adam Smith, Ricardo, Malthus, John Rae, Marx, Böhm-Bawerk, Schumpeter, Keynes, Hansen, Wicksell, Harrod, Samuelson, and Keirstead

C. 653 (Spring Term)

7. Capital accumulation, the influences upon it, and its relationship to:
   a. Rate of saving
   b. Investment rate
8. Relationship of rate of capital accumulation to interest rate, and to growth of employment
   a. Factors affecting optimum rates
   b. Role of population
9. Role of monetary and fiscal policy in the rate of economic growth
   a. Influence through rate of saving
   b. Influence through investment rate, through the growth of investment opportunities
   c. Effect upon changes in employment
10. The inter-related theory of capital, interest, and profits
11. The implications for the agricultural sector of the rate of economic growth, and the magnitude of the different economic variables which accompany this growth

REMARKS: Each term is a prerequisite to the following term. Credit will not be given for less than two terms of this sequence.

TITLE: Seminar in Contemporary Economic Problems in Agriculture

COURSE NUMBERS: Agricultural Economics 661, 662, 663

CREDITS: Three per term, total of nine for three terms

PROCEDURE: Two 75-minute periods each week will be devoted to discussion of selected topics

PREREQUISITE: Permission of the Head of the Department of Agricultural Economics

MATERIAL FOR READING ASSIGNMENTS:

A. Text: None

B. Selected readings in relevant books, journals, and research reports

GENERAL SCOPE AND NATURE OF COURSE: Analysis of economic problems of current interest in agriculture, leading to a scientific appraisal of particular problems and of alternative solutions to such problems. The specific topics to be dealt with are to be reviewed continuously in order to provide for analytical treatment of current problems.

SPECIFIC SUBJECTS:

A. Economics of resource conservation

B. Economics of new land development

C. Problems of food supply in national and international policy

D. "Low production farms" in United States agriculture

E. Economic and political aspects of the "family farm"

F. Economic and administrative aspects of river-valley and of regional planning and development

G. A critical review of the objectives, operation and administration of current programs of national and international scope

H. Federal-State-local-individual relationships in policy and program formulation and administration

I. Labor organizations and labor policy in American agriculture

J. Cooperatives in agriculture

K. Problems of adult education in economics and policy

L. Population intensity, and production patterns and efficiency

M. Measures of farm income and rural welfare

N. Social security in agriculture

O. Federal policy with respect to forest land

REMARKS: The above list of subjects affords samples of what would be dealt with in this course. It is contemplated that distinguished visitors from other institutions of higher learning, government agencies, and private enterprises — together with the departmental staff — can be utilized through extended series of seminars to delineate and discuss current problems in agriculture. The whole sequence is not required; credit may be earned for one term, with the approval of the student's adviser.

JUN - 61951

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

BASIC DIVISION OF THE COLLEGE
OFFICE OF THE DEAN

	RWJ	JUN-1 '51 30 May	1951	
	JHP	JUN-4 '51		
	EBG	JUN-4 '51		

Dr. Robert W. July
General Education Board
49 West 49th Street
New York 20, New York

Dear Dr. July:

We were indeed disappointed that the press of other duties prevented your being with us yesterday at our annual Honors and Awards Day. I am certain you would have enjoyed the event, and we should have enjoyed your making the presentation of the award to Mr. Bumgardner.

To give you added incentive to try to come next year, I'm enclosing a copy of the program, and the write-ups of the event in the Raleigh papers. The Times carried in addition a front-page picture of Mr. Bumgardner being handed his letter of award. You might well have been in that picture with him.

Perhaps next year you can arrange your schedule so that you can be on hand to make the awards and to receive some of the applause to take back to the General Education Board.

Cordially yours,

John W. Shirley

John W. Shirley, Chairman
Committee on Selection

JWS G

Encls. 4

NOTE:

Jenkins thinks Richard Weaver on the staff of the state department in charge of the resource-use program is an unusually alert and promising young fellow, though his program is being handicapped by lack of vision on the part of his director, Henry Highsmith.

FMc

NC-103

SEP - 51951

EdE		
RDC	JUL 31 '51	
JHP	AUG 10 '51	
RWJ		

INTERVIEWS: FMc

July 26, 1951
New York

NORTH CAROLINA STATE COLLEGE
Carlton C. Jenkins,
Professor of Social Studies

J was brought to the State College for the purpose of strengthening the program in the social sciences with emphasis on education. He seems to be particularly interested in the social studies program for public school teachers which has been sponsored by the State Department of Education during the past few years. J directed a workshop in this area which has just closed at Duke University.

As a result of this workshop he says there is now the possibility of making the program statewide with a cooperative effort on the part of Duke and Chapel Hill, the State Department of Education and possibly other institutions. His proposal would combine research and workshop activities over a period of three or four years after which the institutions would be expected to assume full financial responsibility.

J thinks the program would cost approximately $25,000 a year and expressed hope that the GEB would consider contributing that amount. He was told that the Board had supported the project through the State Department and it probably would not be interested further unless the institutions involved showed sufficient interest to carry a major portion of all costs involved. J will get in touch with us after he has talked further with the institutions involved.

FMc

FMc.dh

FRED McCUISTION

NC-103

FEB 27 1952

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

PHYSICS DEPARTMENT

Arch

	JHP	JAN 18 '52	EBE	1/18/52
	ROC	JAN 23 '52		
	FM	JAN 23 '52		
	JHP		JHP	1/25

EBE
and KEO
RWJ

January 15, 1952

Dr. Harris Purks
General Education Board
49 West 49th Street
New York, New York

Dear Dr. Purks:

You will doubtless recall from your visit to our campus in the spring of 1949, something of our plans to develop a training program in Nuclear Engineering, and to construct a Nuclear Reactor for instruction and research purposes here at North Carolina State College. As it has turned out, to our considerable satisfaction, both of these projects have met with complete success thus far.

The curriculum in Nuclear Engineering was officially opened in September, 1949. Forty undergraduate and twenty graduate students were enrolled. This year seventy undergraduate and thirty graduate students are enrolled. By June of this year some twenty-five B.S. and sixteen M.S. students in Nuclear Engineering will have finished their prescribed courses. Of the graduate students enrolled in the department this year (forty-one total), five are engaged in work directed toward the doctorate degree and several of this year's master's degree graduates plan to continue on next year toward the doctorate. A number of scholarships have been set up by industrial companies to support and encourage bachelor graduates to continue on into graduate work.

The demand by industrial companies and governmental laboratories of Nuclear Engineering graduates is much larger than we shall be able to fill over the next several years. We had anticipated that these men would meet a very real need, but did not expect quite as heavy a demand as has been evidenced.

Thus, we are well pleased with the reception this pioneering program in Nuclear Engineering has gotten thus far.

Plans for the nuclear reactor have likewise developed satisfactorily, though this project is not as far along toward completion as is the training program. It was originally intended that the reactor would be located in an existing building on the campus. Later, from donations of the Burlington Mills Foundation and some additional funds from the college, a $380,000 laboratory building to house the reactor was assured. The total facility, therefore, will be tremendously more useful than that originally proposed, but the addition of the laboratory building has considerably delayed completion of the project.

It was anticipated that the reactor might be completed about now, or early in the spring. Actually, as matters now stand, construction of the reactor building is just now getting seriously under way, and will not likely be completely finished until fall at best. The reactor, itself, on the other hand is already largely constructed, and could be completed within a few months, if it were possible to build the unit without a shelter over it, and with construction of a building to house it going on all about. Construction and assembly of the reactor, however, has now progressed about as far as it can go until the Reactor Laboratory Building itself can be brought further along. Even with the two or three months delay which this will require, however, we expect to have the reactor in operation in late summer or early fall. It should thus be ready for use during the next academic year (1952-53).

The purpose of this letter to you is to explore the possibilities of partial financial support from your organization for operation of the reactor facility over the first two years. As you may recall, this entire reactor project was launched for the purpose of providing a unique, unclassified facility for use in instructional and research programs, in the usual, unhampered college and university pattern. Hence, no financial support has been requested from sources which might have a tendency to interfere with or compromise this intended policy of operation. The entire fund for construction of the $100,000 reactor, and the $380,000 laboratory has come either from the college itself, or from the Burlington Mills Foundation. This fall, therefore, we will have here a 10 Kw unclassified Nuclear Reactor and a unique associated laboratory facility for instructional and research use, unencumbered, and ready for operation.

The actual uses of this facility may fall into three categories:

1. Instruction and training. The college is in position to provide staff and supplies, as a part of the regular Physics Departmenr budget, to implement the uses of the reactor facility for these functions. There may need to be some supplementation of college funds in providing auxiliary apparatus and equipment needed for maximum utilization of the reactor facility in this respect.

2. Sponsored research. The problem here is that there is already much pressure from industrial, armed service, and governmental organizations for us to accept applied research and developmental projects utilizing the reactor. These projects are directed toward specific or general objectives of particular interest to the prospective sponsoring agency. Many of these projects are quite interesting, and the financial returns are attractive. In fact, there would be no difficulty in supporting the entire facility in this way. We will certainly want to accept some assignments of this type. But, on the other hand, this is just the type of work all other Atomic Energy Commission reactor facilities exist for. If we engaged only in this type of research and development, attractive though it might be, our contribution in the overall total would be small, and our project would fail completely to make the unique and significant contribution to the educational and scientific community of which it is capable, and so urgently needed. This latter is the third category of possible usage.

3. Basic exploration of teaching and scientific research. The coordination and development of instructional uses of the reactor, "disinterested" exploration

of fundamental scientific ideas, compilation and consolidation of basic information and filling in existing gaps in this information relative to characteristics of the reactor itself--these are the unique contributions which this facility can make. Unfortunately, however, State College itself is not at present sufficiently developed in overall research programs and financial reserves to support this type of activity from our own funds.

We have concluded from our analysis of the situation that our contribution and effectiveness would be at a maximum if we could obtain support over the first two years of operation. During this period, three things would happen: (1) A very effective start could be made on the type of activity mentioned in three above; (2) Some effort could be devoted to the initiation of selected sponsored projects. These projects could be selected for their relevancy to the interests of our program, without the financial urgency of having to obtain support for operation; and (3) State College support of extended functions of this project could be developed.

The amount of added support needed during the first two years of operation is estimated as follows:

	1952-53	1953-54	1954-55
Auxiliary equipment and supplies	$15,000	$3,800	———
1 Full time technician	3,200	3,200	———
2 Graduate student assistants	3,000	3,000	———
1 Staff member of professional status	5,000	5,000	———
	$26,200	$15,000	$8,000

The 18 members of our present staff and many of our graduate students likewise would participate in this program.

Thus, the total amount needed, with about $8,000 proposed for the third year to provide means of completing projects, writing reports and the two or so textbooks expected to emerge, etc., would be about $50,000.

I am not at all sure that your organization could furnish support for this rather unusual program, or whether you would be interested in doing so. This, in fact, is not a request. I have been rather lengthy in describing the situation, with the idea that you might offer comments on the tentative plans for use of the facility, and suggestions, if you will, on how we might proceed from this point to obtain the needed support.

Best wishes to you in the New Year.

Sincerely yours,

Clifford K. Beck

Clifford K. Beck, Head
Physics Department

CKB:mm

FORM G 84

FEB 27 1952

For mailing ....

RDC		RDC
FMc	JAN 25 '52	DH
RWJ	JAN 28 '52	RWJ
EdE	JAN 28 '52	EdE
KEO	FEB 6 '52	KEO

FMc FEB 7 '52

January 25, 1952

Dear Dr. Beck:

Your letter of January 15 was brought to my attention upon my return from a field trip.

While it is somewhat doubtful that the project which you have planned can be interpreted as within our present program of activities we will nevertheless discuss the matter informally, and it is quite possible that I may be able to make a visit to N. C. State. I note that the Southeastern Section of the American Physical Society meets there April 10-12.

Meanwhile I will pass your letter along to other officers for study.

Sincerely yours,

J. H. PURKS, JR.

Dr. Clifford K. Beck, Head
Physics Department
North Carolina State College
of Agriculture and Engineering
Raleigh, North Carolina

JHP:ebe

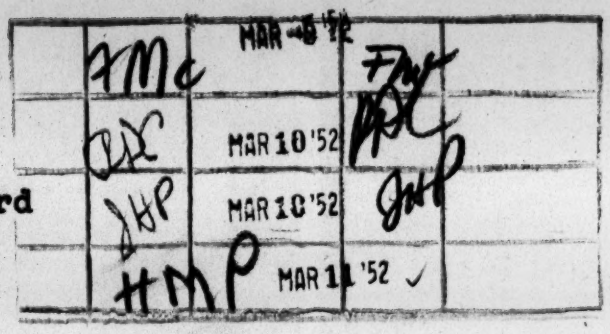
NC-103

MAR 11 1952

THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

SCHOOL OF EDUCATION

March 3,1952



Dr.Fred McCuistion
General Education Board
49 West 49th Street
New York City 20

Dear Fred:

Thank you for your letter of February 29. We have had several suggestions about personnel at North Carolina College and these I have sent to President Elder through Dean W.W.Pierson. From all appearances, it seems pretty clear to me that the College means to get off on the right foot in this work for the doctorate.

We have missed you hereabouts and it will be good to see you and Mrs.McCuistion when you get this way about the middle of the month. Please do get in touch with me.

Confidentially, I have been a little bit embarrassed about our A Documentary History of Education in the South Before 1860. My embarrassment arises from the fact that the third volume should have been out more than a year ago and I have a bit of reason to believe that the Press has been "dragging its feet." Also inquiries from some subscribers as to when the other volumes will appear have embarrassed me. Two months ago the Press assured me that the third volume would be out in July. I shall be glad to talk with you about it further.

With renewed thanks for your letter and with all good wishes, I am

Sincerely yours,

Edgar W.Knight

k:h

APR 29 1952

ODC	MAR-3	
DHP		DHP
3P3		FH
RWJ		RWJ

FBB MAR-6 '52 FBB

APR 28 '52

February 29, 1952

Dear Edgar:

I am sorry an extended field trip interrupted our correspondence with reference to personnel you and President Elder, of North Carolina College, had under consideration.

In the meantime, I have had some correspondence with Linden, of Teachers College, which indicates he has given you the same type of information he furnished me regarding a half dozen persons he thinks should have serious consideration. In a conversation with Dean Caswell he recommended some of the persons listed by Linden.

I have been hoping for an opportunity to visit Chapel Hill, but it seems that I shall not be able to come for some time, although there is a possibility I may drive to North Carolina about the middle of March. If so, I will get in touch with you.

Sincerely yours,

FRED McCUISTION

Dr. Edgar Knight
University of North Carolina
Chapel Hill, N. C.

FMc:FBB

NC-103

MAR 12 1952

RDC	MAR 14 '52	RDC
FMc	MAR 14 '52	FMc
EdE		EdE
RWJ		RWJ
LFK	APR 14 52	LFK

March 7, 1952

INTERVIEWS: JHP

DEAN LAMPE
Engineering, N. C. State

PROF. CLIFFORD BECK
Physics, N. C. State

The Nuclear Engineering program at N. C. State is the first of its kind. The experimental low power atomic pile is nearing completion. (See latest issue of FORTUNE Magazine.)

NCS is faced with a large demand for admission to the N. E. curriculum. Over 100 are enrolled now. The N. E. program demands a wide spread of basic science work: physics, electrical engineering, metallurgy, chemistry, mathematics. Very few applicants are eligible for the master's degree program. Accordingly many students take a second bachelor's degree, and some a second master's degree in completing the program. CB has just granted Pratt and Whitney's request that four of its engineers be permitted to enroll; air force officers from grades Lieut. to Lieut. Col. are enrolled, since the Air Force is building a corps to handle the nuclear energy powered aircraft which may appear in a year or two.

The chief difficulty in increasing numbers of students, following the heavy demand by the services and industry, is that staff costs mount very much after a certain point of expansion - and NC State's tuition rate: $5.00 per credit hour for N. C. students; $7.50 per credit hour for out of state students, won't care for the expense.

CB says that he could get research contracts, but that his program is a teaching program; that lucrative research contracts would block his objectives.

There is no doubt that DB and Lampe are exploring for funds, but nothing definite was proposed. I told CB I might attend meeting of S. E. Section of American Phys. Society at NCS on April 10, 11, 12.

CB and Lampe report that industry is seriously considering atomic power, and that the demands for trained personnel might be enormous in a few years. For example: Dow Chemical and Detroit Edison are working on atomic energy for generation of electrical energy; so are Monsanto Chemical and Missouri Power and Light; two other pairs are working on same problem.

I asked CB about problems of control. He said that the greatest obstacle related to patents, that automatically any atomic energy patent is impounded or held in escrow by AEC, that industry therefore hesitated to place large sums into research. The matter of title to all fissionable materials resting with AEC is not so serious. Loans or rentals can be effected. Even the title to the fuel for the N. C. State pile rests with AEC.

MAR 1 2 1952

DEAN LAMPE
PROF. CLIFFORD BECK

INTERVIEWS: JHP

HMP	MAR 13 '52	

I then asked about supply of fissionable materials. The score appears as follows:

1. If the "breeder pile" can be developed at efficiency then U235 manufactures plutonium out of the plentiful U238. (The two in nature are mixed about 1:140)

   Thus AEC could let industry use its U235 and get back far more energy than is used in generating the electrical power. This may therefore increase fuel available by 140:1. Then too thorium, which is 12 times more plentiful than uranium, is fissionable and a thorium pile can produce U233, which is analogous to plutonium. Thus the more fissionable material is used, the more we have. CB sees absolutely no difficulty in ultimately obtaining all of the fissionable materials needed - inside of the continental United States. Monozite sands are abundant (N. C., Florida, coastal plain) and these contain thorium; uranium as a by-product from International Minerals and Chemical Company's phosphate operations in Florida is feasible.

   CB believes that atomic energy for industrial purposes is as sure as sunrise.

CB and Lampe return to theme. NC State's job is an educational job for this new day, which is going to catch a lot of educational institutions and industries by complete surprise.

JHP#FBB

Comment: (JHP)

Clifford Beck is somebody in Atomic Energy circles; former director of research in the fabulous K-25 plant at Oak Ridge. The mere fact that he persuaded AEC to lend him 1 Kg. of fissionable material for a teaching pile outside of the security fence speaks for itself.

FORM 199

MAY 26 1952

NC-103

RDC	APR 23 '52	
[redacted]	23 '52	
LFK	23 '52	LFK
FMc RWJ		

April 12, 1952
Raleigh, North Carolina

INTERVIEWS: JHP

PROFESSOR CLIFFORD K. BECK
North Carolina State

Note: See recent edition of Fortune.

N. C. State, due primarily to CKB, is the only institution in the U.S.A. which has been authorized by the Atomic Energy Commission to construct an atomic "pile" for teaching purposes. CKB is former Director of Research for the fabulous K-25 plant at Oak Ridge, Tennessee.

CKB and I, with Professor Parker of L.S.U., observed the N. C. State "pile" now under construction. CKB had successfully obtained permission from A.E.C. for a pile; then Burlington Mills and other industries had made pledges which enabled CKB to change his design twice.

CKB said that all of the steel necessary was already on the site. The pile container is already constructed - as regards central unit - and by June (1952) the housing should be complete. CKB, Professor Parker and I saw the basic set-up. I may add here that CKB has certainly done a swell job of design of the central unit; that when he gets his covering and his 150-foot "smoke stack" he will be in position to move academically.

Registration from all over the U.S.A., including Air Force colonels, Pratt and Whitney engineers, and others is pouring in to N. C. State. I must confess that CKB, who is quite somebody in A.E.C. circles, no matter how ineffective his press agents may be, is a simple southern boy who has all of the basic information and prestige that may be needed for the task at hand - even if he does teach a Sunday School class.

I told Cliff that we were not in his game, but that we would be very glad to be kept informed. CFB said that he hoped to have the covering ready by June or July 1952, and that he hoped that I could see the teaching "pile" when it is complete.

Clifford K. Beck is as plain as the proverbial "old shoe," but he has the wherewith that is needed. I will not sell him short. He has what it takes, and N. C. State is definitely on the move.

The "pile" at N. C. State is right in the engineering-agricultural center of the campus; no high fences; no phony security provisions with sergeants armed with pistols. I doubt that anyone other than CKB could have persuaded A.E.C. initially to have leased fissionable materials for teaching purposes. The pile has the octagonal shape that is so obvious at Monticello - the former residential estate of a chap by the name of Thomas Jefferson.

JHP:ebe

FORM 150

MAY 26 1952

NC-103

RDC		
~~RdB~~		
~~RWJ~~	APR 28 '52	
KEO	APR 28 '52	

LFK
RWJ
FMc

Special Copy to....WW

D AT

AT

April 21, 1952
Telephone call from

CLIFFORD K. BECK
Prof. of Physics
N. C. State, Raleigh

INTERVIEWS: JHP

1. CKB called to state that the particular request that he had hoped to make someday to GEB, and which JHP had told him was out of program, is now cared for by

   The Office of Ordnance Research
   Duke University, Durham, N. C.

   He wanted me to know of this prior to acceptance of the O.O.R. offer. I commended the idea, suggesting that a bird in the hand was better than two in the bush, particularly since the birds in the bush were elusive. CKB felt that, since GEB had been so kind as to investigate, he should, in courtesy, get clearance from GEB before accepting the O.O.R. offer.

2. CKB then reported that the N. C. State "teaching pile" was looked upon by the Atomic Energy Commission, among other things, as a show place for foreign visitors without potential enemy connections, who wished to gain such information as could safely be imparted in courtesy.

3. With clearance for observation a Swedish professor is scheduled to come to U.S.A. for a year at N. C. State. Sweden, according to CKB, has basic information relating to atomic energy, and has its structural equivalent to A.E.C. Thus the U.S.A. can learn from Sweden also. Accordingly N.C. State plans to let Professor Waltner go to Sweden for a year in the exchange process. N. C. State will pay Professor Waltner's salary for a year, but N. C. S. regulations do not permit N. C. funds for foreign travel. Accordingly CKB needs about $2700 for travel for Professor Waltner. CKB asked if GEB could help on this. I told him no.

4. CKB then asked if RF could help. I told him that he should address an inquiry to W.W., of the Division of Natural Sciences of RF; that WW was probably away, but that his inquiry would likely be answered by someone else. I promised to convey a memorandum to RF regarding the N. C. State development.

5. Note to RF (JHP)

   I know that in general it is normal for one to assume that Southern Science is somewhat second-rate. This assumption becomes less valid each year. I wish to point to my conviction that CKB and the N. C. State teaching pile is a most unusual venture, which is quite worthy of serious investigation.

INTERVIEWS: JHP

No matter how few decibels may accompany CKB's public relations, he is definitely somebody in AEC circles. Waterman, of the National Science Foundation, had hoped (acc. to CKB) to finance the exchange, but ran into difficulties.

Pratt and Whitney engineers, Air Force colonels, and many representatives from industry and armed forces are stampeding for registration in the Nuclear Engineering program at N. C. State. CKB, himself, former Director of Research at the K-25 plant at Oak Ridge, apparently has the complete confidence of AEC (See Fortune Magazine, recent issue.)

JHP

JHP:FBB

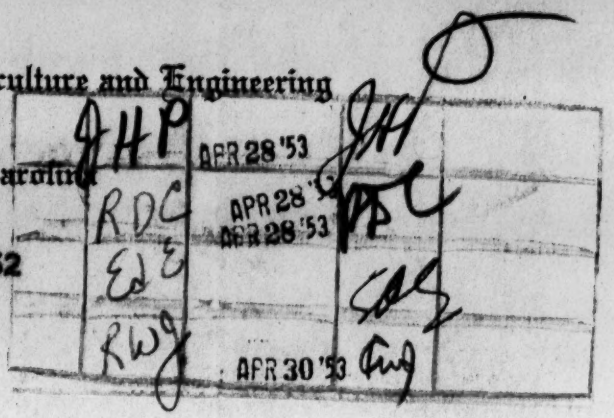
NC-103

MAY - 6 1952

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

PHYSICS DEPARTMENT

April 24, 1952



Dr. Warren Weaver
Head of the Physical Sciences Division
Rockefeller Foundation
New York, New York

Dear Dr. Weaver:

We would like to request your financial assistance to the extent of $2,500, which will make possible an exchange of professors between the University of Stockholm, Sweden, and North Carolina State College, Raleigh, N. C. This money is needed only for travel funds for the N. C. State College professor and his family. All other finances for this proposed exchange are provided by N. C. State College and the University of Stockholm. Some very specific benefits will accrue from this proposed exchange, as explained below.

Here at North Carolina State College we are in the second year of a pioneering program in Nuclear Engineering Education. We undertook to establish this program because we believe: (1) That a large part of our future military security and economic well-being depends on the development of nuclear processes. (2) That many more people must be trained in Nuclear Engineering than are now being trained, if reasonable progress in the development of nuclear processes is to be made, and that a major portion of this training must be accomplished by the colleges and universities of the country. (3) That the colleges and universities, in their traditional role, also have a responsibility to engage in scientific research explorations into the potential benefits to mankind inherent in nuclear processes.

Our total program therefore has two main objectives: (1) Training of nuclear engineers, and (2) Research into the basic science and beneficial applications of nuclear processes. In order to achieve these objectives, besides organizing the training program and assembling a staff of experienced engineers, we proposed to construct a 10 kw nuclear reactor on the campus, to be used in the training and research programs. This proposal was approved, arrangements were completed, and the reactor is now well along toward completion.

These programs have attracted considerable attention. We have more than 100 students enrolled, of which 30 are at the graduate level. Representatives of the Research and Reactor Division of the A.E.C. have expressed gratitude for this program, because being unclassified and located in an unrestricted area, it is one nuclear installation which can be freely shown to visiting scientists from foreign countries. As a result, we have had numerous visits from our foreign friends who are interested in this field.

One such group who has sent representatives on different occasions to visit us is the Atomic Energy Company of Sweden. During our conferences with Dr. Harry Brynielsson, General Manager, and Dr. S. Eklund, Head of the Physics Division of the Swedish Program, we have learned a great deal about the progress of their efforts to construct a research reactor at the University of Stockholm, and the programs associated therewith. They are currently completing the design and beginning the construction of a 300 kw heavy water moderated uranium reactor, which is scheduled for completion in 1953. They are also developing a considerable array of auxiliary equipment for use in training and research. Their program, like ours, is completely unclassified.

Out of our discussions, it quickly became apparent that a great deal of mutual benefit would accrue to both of us if an exchange of professors between the two schools for one year could be arranged. We have discussed this idea with the administration at State College, who heartily endorse the proposed exchange. In discussions with Dr. Eklund, a plan for the exchange has been worked out, and the two professors who would be involved have been selected--Dr. Arthur W. Waltner, Associate Professor of Physics at North Carolina State College (a personal data sheet on Dr. Waltner is attached hereto), and Dr. Per Gustav Isberg from the University of Stockholm.

To effect this exchange, the University of Stockholm and North Carolina State College have arranged to provide all financial support needed except travel funds needed by Dr. Arthur Waltner, his wife, and two small children. It has not been possible for us thus far to obtain the $2,500 in travel funds which are needed if the project is to be carried out.

It is proposed that this exchange be carried out in the 1952-53 academic year. To this end, we have made tentative travel reservations for Dr. Waltner and his family for mid August. There is some urgency now in having a final decision reached in this matter within the next few days. Passport negotiations, personal arrangements, rescheduling of graduate student theis projects now under Dr. Waltner's direction, etc., will need to be considered very soon if this exchange is to be made at the time selected.

We believe that if Dr. Waltner, who is one of the key men in our developing program of training and research in Nuclear Engineering, could spend a year with the Swedish group, we would, after his return, be able to incorporate into our program many techniques and approaches not available to us now. New ideas for research explorations and new emphasis on factors considered important by the Swedish group would improve our perspective and balance of outlook.

Your support in this undertaking, therefore, will not only give us encouragement in this new field of endeavor, but will also assist in a very real way in helping to make more effective our training and research programs.

Sincerely yours,

Clifford K. Beck

CKB:mm
Enclosure
CC: Dean J. H. Lampe

APR 29 1952

NC-103

INTER-OFFICE CORRESPONDENCE

FROM: WW

DATE: April 25, 1952

TO: JHP

COMMENTS:

APR 28 53

SUBJECT: Physics at Raleigh

Thank you for letting me see your memorandum of April 21. I am sorry to have to say that I do not think that there is any chance at all of our going so far outside of our normal program.

WW

WW:akm

FORM 106

AUG 18 1952

3C-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

OFFICE OF THE CHANCELLOR

Transmitted by hand from Gordon Gray to JHP 6/23/52

19 June 1952

	JHP		JHT
Cc'd	KEO		KEO (P)
	RWJ		RWJ (P)
	LFK HMP		LFK

Dr. Gordon Gray, President
The University of North Carolina
Chapel Hill, North Carolina

Dear President Gray:

Herewith is a petition from our Librarian, Harlan C. Brown, for assistance from the General Education Board. I am wholeheartedly in favor of the program he has outlined, and I urge you to give your favorable approval to the request.

Mr. Brown, individual research workers, heads of departments, and directors of our graduate and research programs have repeatedly reminded us of our lack of development in library resources, and, as you will note from the letters annexed to this petition, our administrative heads consider the proposed expansion imperative.

Your interest and active support are earnestly requested.

Sincerely yours,

J. W. Harrelson,
Chancellor

JWH/h

AUG 18 1952

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

THE D. H. HILL LIBRARY
HARLAN C. BROWN, DIRECTOR

June 16, 1952

Colonel J. W. Harrelson, Chancellor
North Carolina State College
Raleigh, North Carolina

Dear Chancellor Harrelson:

I am submitting to you a petition for financial assistance from the General Education Board. Our College Library, as you are already well aware, had a rather late start in building up its resources, and we have arrived at the unhappy stage where our library is no longer able to support the program of instruction and research carried on by the College.

Assistance, as I am urging in the attached petition, would correct our defficiency to a large degree, and I am sure that you and the authorities of the Greater University will help us to gain a favorable consideration from the General Education Board.

Respectfully yours,

Harlan C. Brown

Harlan C. Brown
Librarian

HCB:RL

AUG 18 1952

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF AGRICULTURE
RESEARCH EXTENSION
RESIDENT TEACHING

OFFICE OF DEAN AND DIRECTORS

June 17, 1952

Chancellor J. W. Harrelson
North Carolina State College

Dear Chancellor Harrelson:

At the suggestion of Mr. Brown, our librarian, I am writing to you to enthusiastically endorse his request for additional funds to more adequately equip our College library with books and scientific publications. We have in the School of Agriculture one of the best technical staffs of the Land-Grant institutions in the country. On numerous occasions members of the staff have complained to me about the inadequacies of our library in supplying the necessary scientific publications needed for our research staff. This includes all of our various staffs in Agriculture.

Mr. Brown, our librarian, has done a magnificent job with the material they have at hand. They just do not have sufficient funds to supply the needs for the staff. I can enthusiastically endorse this request and I sincerely hope it will be given every consideration.

Very truly yours,

J. H. Hilton
Dean of Agriculture

JHH:H

AUG 18 1952

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

SCHOOL OF AGRICULTURE
RESEARCH EXTENSION
RESIDENT TEACHING

OFFICE OF DEAN AND DIRECTORS

June 16, 1952

Chancellor J. W. Harrelson
N. C. State College
Campus

Dear Chancellor Harrelson:

I am writing this letter to you at the suggestion of Mr. Brown, our librarian, and I do so with enthusiasm and keen interest, for his request touches on a subject that is closely felt by myself and the members of the faculty of the School of Agriculture. Those who are concerned with research appreciate the full importance and necessity of a good library. Although our College library has given us satisfactory service as far as cooperation is concerned, the limited facilities for carrying on our rapidly expanding graduate work and servicing our research program has been called to my attention a number of times. Our staffs in Agronomy, Entomology, Genetics, Poultry and several others fields have all reminded me that library resources in those fields should be much strengthened. The time required for securing books from other libraries seems unnecessarily long, and it would seem to us in the School of Agriculture that much of the material it has been necessary to borrow should be here at State College in our library.

The faculty and research workers in the School of Agriculture join me in asking that considerably more assistance be given to the library, and anything that you can do to advance our library program will be reflected in the effectiveness of our work.

Sincerely yours,

R W Cummings

R. W. Cummings
Director of Research.

COPY

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

THE D. H. HILL LIBRARY
HARLAN C. BROWN, DIRECTOR

January 17, 1951

Colonel J. W. Harrelson
Chancellor
N. C. State College
Campus

Re: Mr. Harlan Brown's Request for
Additional Library Funds

Dear Colonel Harrelson:

The School of Engineering has received strong support from Mr. Harlan Brown and his library organization in its important programs of the last few years. These programs have dealt with such problems as accreditation of undergraduate departments, the development of its graduate instruction, and the establishment on our campus by Federal agencies of important research projects.

Our library has been buying technical books and supplying needed technical periodicals, but in the last year or so, with the overall library requirements of the campus and rising costs, we have obtained fewer and fewer publications.

I therefore write to support and join Mr. Brown in his request for additional funds to purchase essential books and periodicals. I do this not only in the light of the need of North Carolina State College having adequate library facilities, books, and periodicals so that we can be in a comparable position with other state colleges and universities, but in view of the world situation, of rising costs, and the growing scarcity of materials, there is an immediate urgency of obtaining additional funds this year to purchase books, reference materials, and periodicals while they are available.

Sincerely yours,

J. H. Lampe
Dean of Engineering

JHL:H

C
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P
Y

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

ASSOCIATE DEAN OF THE
GRADUATE SCHOOL

January 26, 1951

Chancellor J. W. Harrelson
Holladay Hall
Campus

Dear Chancellor Harrelson:

There are three essential components of every first-rate college or university: (1) the faculty, (2) the physical plant, and (3) the library. Here at State College we have gathered together a highly competent, and in some fields of study a very distinguished faculty. Our physical plant is now undergoing a very satisfactory enlargement providing both faculty and students with excellent facilities for their work. The library, however, has been steadily losing ground and today occupies a position wholly incompatible with the prestige and distinction that are being associated with the name of State College.

Our library resources have never been a source of pride to the faculty, but even more disturbing has been our failure to maintain our relative position in the ranks of similar institutions in this part of the country. As the enclosed figures will show, our library is now at the bottom of the list of southern land-grant colleges and universities both in the total number of volumes on its shelves and in the number of new volumes added during the past year. No institution can long remain a distinguished center of learning if its library resources are permitted to drop so low.

The financial resources of our library budget are now being subjected to unusual demands for books and periodicals. In part these arise from rapidly advancing costs and even more from the intellectual vigor of our growing faculty. The establishment of new fields of research, notably those in physics and psychology, the enrichment of our program in the biological sciences in addition to the ever widening horizons of well established fields have placed heavy demands upon an already strained library budget.

Emphasis is now being placed upon facilities for general education in addition to the requirements for strictly professional work. This is a move in the right direction and will not only enrich the lives of our graduates but prepare them more adequately for the many problems of citizenship. The well-educated man of today must be familiar with the contents of books and periodicals in fields other than those in his professional interests. Technical proficiency alone is no longer a satisfactory preparation for professionally trained men. These broader concepts of educational responsibilities are also reflected in new and greater demands upon our library facilities.

The research programs of faculty and students alike depend upon knowledge of current theories and information to be found in scientific and technological publications. Such publications can be made available effectively only through adequate library resources. If our graduate program is to attain the distinction we have a right to expect, it is essential that every possible support be given to the enlargement of the library resources of the college.

It is for these reasons that I am writing to request additional funds for our library budget. We hope very much that it will be possible to make such an allotment to the library.

Very truly yours,

Donald B. Anderson
Associate Dean of the
Graduate School

DBA:lsy
Enclosures

COPY

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

THE D. H. HILL LIBRARY
HARLAN C. BROWN, DIRECTOR

January 29, 1951

Chancellor J. W. Harrelson
N. C. State College
Holladay Hall
Campus

Dear Chancellor Harrelson:

We should like to see the College library considerably strengthened. We consider our library a basic facility for all research and teaching and believe that correction of any weakness in this facility one of the soundest and most permanent ways to raise our efficiency and standing.

In the field of entomology, which is our particular interest, we have a fairly good library of the United States literature, but if our approach to problems is fundamental, few of them begin and end in this literature. We are pitifully weak in foreign literature, even in those parts of it which are concerned primarily with North American entomology. If our entomological interests should suddenly shift to Greenland, Korea, or Finland, or to some field of research or teaching developed in significant part in foreign literature, our library facilities would be the first bottleneck.

Attached are some lists indicating journals that might be subscribed to, and which should have priority for getting back numbers. There are also lists of the monographs and books most acutely needed.

In making these lists and indicating priorities, we are stressing the more fundamental works like bibliographies, monographs, and some of the classical works of entomological history. We are also stressing subscriptions to current scientific journals, to keep abreast of developments in our science and broaden our contacts.

Respectfully yours,

Clyde F. Smith
Head of Entomology

CFS:hg

Current entomological journals not received in our library, arranged in approximate order of need, according to present research and teaching interests:

Societe entomologique de France bulletin

Indian journal of entomology

Zeitschrift für angewandte Entomologie

Entomologists' monthly magazine

Societe entomologique de Belgique bulletin & annales

Societe entomologique de Belgique memoires

British museum bulletin (entomology)

Anzeiger für schadlingskunde

Annals and magazine of natural history

The entomologist

Treubia

Dusenia

Societa entomologica italiana bolletino

Societa entomologica italiana memorie

Entomologische berichten

Entomologisk tidskrift

Tydschrift voor entomologie

Opuscula entomologica

Society for British entomology journal

Society for British entomology transactions

Insecta matsumurana

Schweizerische entomologische Gesellschaft Mitteilungen

Münchner entomologische Gesellschaft Mitteilungen

L'Entomologiste

Polskie pismo entomologiczne

Revue francaise d'entomologie

Indian Forest Records

(con't)

Sociedad entomologica Argentina revista

Lepidopterists' news

Botyu-kagaku. Scientific insect control

Eos. Revista espanola de entomologie

British Museum economic series

Phytoma

Entomologische Blätter; für Biologie und Systematik der Käfer

Folia entomologica hungarica

Entomologiske meddelellser

Entomological society of British Columbia proceedings

Entomological society of Manitoba proceedings

Entomological society of southern Africa journal

Entomological society of southern Africa memoirs

Mushi

Bolletino dell 'Instituto di entomologia della Universita degli studi di Bologna

South London entomological and natural history society proceedings

Societe Fouad ler d'entomologie bulletin

"Redia", giornale de entomologia

Microscope and entomological monthly

Marcellia, revista internazionale di cecidologia

Lambillionea

Kileopterologische Zeitschrift

Ceskoslovenska spolecnost entomologicka. Casopis.

British museum economic leaflet

Insektenbörse

The entomological review of Japan

Boletin da sociedade Brasiliera de Entomologia

Entomological serials whose back numbers are particularly needed in our library:

Konowia

Zeitschrift für systematische Hymenopterologie und Dipterologie

Stettiner entomologische Zeitung

Berliner entomologische Zeitschrift

Arbeiten über morphologische und taxonomische Entomologie

Deutsche entomologische Zeitschrift (part of this serial is the same as "Berliner entomologische Zeitschrift")

Societe entomologique de France bulletin

Indian journal of entomology

Zeitschrift für angewandte Entomologie

Entomologists' monthly magazine

Societe entomologique de Belgique bulletin & annales

Societe entomologique de Belgique memoires

British museum bulletin (entomology

The entomologist

Treubia

Entomologisk tidskrift

Insecta matsumurana

Sociedad entomologica Argentina revista

Lepidopterists' news

British Museum economic series

Entomological society of British Columbia proceedings

Entomological society of Manitoba proceedings

Bolletino dell 'Instituto di entomologia della Universita degli studi di Bologna

British museum economic leaflet

Monographic and classic works needed for our library:

Genera insectorum $2,500

Biologia Centrali-Americana $1,400

Macrolepidoptera of the world $1,000 (American set $310)

Thomson, Skandinaviens Coleoptera $35

Encyclopedie entomologique $75

Faune de France $100

Exploration du parc national Albert. Mission G. F. deWitte $70

Hampson, Catalogue of the Lepidoptera Phalaenae $50

Diptera of Patagonia and South Chile $15

Insects of Samoa $15

Fauna of British India $200

Die Fliegen der paläarktischen Region $725

Fauna hawaiiensis (insect part)

Lepidopterorum catalogus $450

Eckstein, Die Schmetterlinge Deutschlands $14

Spuler, Die Schmetterlinge Europas

Spuler, Die Raupen der Schmetterlinge Europas $65

Schoenherr, Synonymia insectorum. Genera et species Curculionidum.

Candese, Monographie des Elaterides.

Morschulsky, Etudes entomologiques

Lacordaire, Genera des Coleopteres

Erichson, Naturgeschichte Insecten Deutschlands

Swammerdam, J.J., Bybel der natuur

DeGeer, C., Memoires pour servir a l'historie des insectes

Reaumur, R., Memoires pour serviv a l'histoire des insects

(con't)

Olivier, A. C., Encyclopedie methodique. Dictionnaire des insectes

Fabricius, J. C., Entomologica systematica Vols. 1-4 (Prof. Metcalf has Vol. 4)

Fabricius, J. C., Systema Antliatorum

Fabricius, J. C., Systema Piezatorum

Fabricius, J. C., Systema Elentheratorum

Linnaeus, C., Fauna Suecica

Weber, H., Lehrbuch der Entomologie

Berlese, A., Gli insetti loro organizzazione, sviluppo, abitudini e rapporti coll'uomo

Schroder, C., Handbuch der Entomologie

Henneguy, L. F. Les insectes, morphologie-reproduction embryogenie

Rousseau, E., Les larves et nymphes aquatiques des insectas d'Europe

Perris, E., Larves des Coleopteres

Agassiz, L., Nomenclator zoologicus (Prof. Metcalf has a reprint of the index)

TITLE OF REQUEST

A petition submitted to the GENERAL EDUCATION BOARD by the D. H. Hill Library of the North Carolina State College for funds to assist the College in developing the resources of its library.

OBJECTIVES

A program for developing the resources of the college library in materials urgently needed to fulfill the library's role in the greatly expanded graduate program of the College.

A program for securing those back-files of journals, books, monographic and reference materials, films, microcards,etc. that are essential to the library support of our graduate schools.

A program for the acquisition of materials emphasizing the State College interest in the applied science phases of research and study.

Assistance in securing the bibliographic resources as outlined above will enable the College to develop its graduate program more extensively, and will provide a most essential element to that development.

THE GRADUATE PROGRAM OF THE COLLEGE

At the present time the following fields of science and technology are being supported at the doctorage level:

AGRICULTURE --

Agronomy, Agricultural Economics, Genetics - Plant Breeding, Plant Pathology, Statistics.

ENGINEERING --

Chemical Engineering, Electrical Engineering, Nuclear Engineering, Ceramic Engineering

The SCHOOL OF FORESTRY is planning soon, as part of the Southern Regional Program, to offer work at the doctorate level.

At the present time the following fields of science and technology are being offered on the master's level:

IN THE AGRICULTURAL SCIENCES--

Botany, Dairy Science, Animal Industry, Forestry, Poultry Science, Entomology, Rural Sociology, Vocational Agriculture

IN THE ENGINEERING AND PHYSICAL SCIENCES --

Mathematics, Physics, Chemistry, Nutrition, Civil Engineering, Mechanical Engineering, Diesel Engineering, Industrial Engineering, Textile Chemistry and Dyeing, Textile Manufacturing, and General Textiles with fields of concentration in all phases of textile technology.

The SCHOOL OF DESIGN with departments in ARCHITECTURE and in LANDSCAPE DESIGN does not offer the master's degree. It does, however, offer a 5-year curriculum, and the library materials required are extremely expensive.

UNIQUE FEATURES OF THE N.S. STATE COLLEGE

1.An outstanding, internationally recognized, SCHOOL OF TEXTILES.

2.An outstanding, internationally recognized, INSTITUTE OF STATISTICS.

3.One of the few institutions soon to have a nuclear reactor.

4.An outstanding DEPARTMENT OF CERAMIC ENGINEERING.

5.An outstanding SCHOOL OF AGRICULTURE.

6.An outstanding GENETICS AND PLANT BREEDING division.

7.An outstanding SCHOOL OF DESIGN. Our students are receiving international awards and scholarships.

8.A splendidly developed physical plant (still in progress).

9.Many internationally recognized scientists, and technologists.

10.One of the less fortunate libraries in the Southeast.
Development started late, and the task of catching up requires more financial support than the College has been able to provide.

DESCRIPTION OF MATERIALS NEEDED

The outline of the graduate program and the salient features of the College, as scheduled above, is indicative of the types of material required by the library in its supporting role.

Whereas books and journals needed by the typical liberal arts college library are expensive, the types required by libraries at institutions of our type are many times more so. Files of journals which are considered indispensable for the chemical engineer or the nuclear physicist will frequently cost well over $1,500. Back-files of journals in the taxonomic phases of biology are as expensive, and in many cases, even more so. Some of the monographic sets in entomology which our faculty has considered essential will require $2,000 to $3,000 per set to secure. (Examples: Genera Insectorium; Biologia Centrali-

Americana,etc.) Appended is a typical list of the sort of materials that are required and the approximate prices for them.

PERTINENT FACTS ABOUT THE LIBRARY

The College Library at North Carolina State College has had a late start in the building up of its resources. In 1926 the various campus collections were gathered together and formed into a central core of what is now the D.H.Hill Library.

Not until 1933 was there any real interest in the development of a book collection shown, nor was there provided more than a token of financial support. At that time, however, and progressively since that time, the college faculty, research workers, and the administrative authorities have taken great interest in the development of the library, and the interest has been manifested with financial support.

In 1934 the size of the book collection numbered 33,341. During that same year 1,656 volumes were added. There were six persons on the library staff (there are now 20), and a total of $6,620 was spent for all library purposes.

From 1926 to 1935 (9 years) the size of the collection doubled.
From 1935 to 1944 (9 years) the collection doubled again.
From 1944 to 1953 (9 years) the size will again be doubled.

The library is adding approximately 7,000 volumes of well-selected books and journals each year at the present time.

PRESENT SIZE AND QUALITY OF THE COLLECTION

BOOKS & BOUND PERIODICALS	109,798	(Feb.1,1952)
BOUND DOCUMENTS, FEDERAL & STATE	11,510	(Feb.1,1952)
UNBOUND DOCUMENTS	Between 500,000 and 1,000,000	(estimate)

These documents constitute one of the richest resources of the library, for they include the publications of all the agricultural experiment stations, the agricultural extension services, the engineering experiment and research stations, the forest products research stations, and the publications of the Federal government. They are excellently organized, indexed, bound, when possible, and administered by a well-trained librarian. We are proud of our document collection, and its rich resources have been emphasized and advertised to our faculty and students. Over 11,500 volumes have been bound.

The collection is already rich in the following fields of science: Genetics, animal and plant breeding, General Agriculture and Agronomy.

The collection might be considered fair in the following fields: Textiles, Ceramic Engineering, Statistics.

The library has been a complete depository for all publications of the Federal government since 1923. Great effort has been made to secure government publications within our spheres of interest retroactive to that date, and we have been highly successful in our efforts. As for publications of the U.S.D.A. we have secured them almost completely.

The library is a complete depository for the publications of the Geological Society of America. We have acquired 100 o/o complete files.

The library is a selective depository for the publications of the Carnegie Institution of Washington. We have excellent files.

The library is one of the 41 libraries throughout the United States that has been designated as a depository for the unclassified publications of the Atomic Energy Commission. Of these publications we have excellent files.

COLLEGE SUPPORT OF THE D. H. HILL LIBRARY

	CURRENT BUDGET FOR 1951-1952	REQUESTED FOR 1953-1955
SALARIES & LABOR:	62,780	**
SUPPLIES:	1,500	2,000
COMMUNICATION: Postage, Telephone Telegrams	1,000	1,000
TRAVEL EXPENSES	100	200
PRINTING & BINDING:	6,500	1,200
REPAIRS:	150	150
EQUIPMENT:	2,000	2,500
BOOKS & PERIODICALS	25,000	75,000

- -

** Eight additional staff members requested and 150 hours more per week of student help.

- -

SERVICES TO THE REGION

The D. H. Hill Library has already become recognized as a source of special materials by other college and university libraries in our region. This applies to those fields of science and technology in which the College and the library are particularly well developed, i.e. textile technology, ceramic engineering, agricultural economics, plant breeding, and general agriculture. We have furnished materials through inter-library loan service to many libraries in our region, and have been able to offer some material that certain much larger libraries in our region were unable to supply.

On the other side of the ledger, however, we have had to depend on libraries out of our region to secure much of the materials we have required. The U.S.D.A. Library, John Crerar Library, Massachusetts Institute of Technology Library, Illinois Institute of Technology Library, Harvard University Librar , Princeton University Library, and the Academy of Natural Sciences in Philadelphia have furnished us with much of the material which we have been unable to get in our own region. Even our own neighbors, the University at Chapel Hill and Duke University, are unable to furnish us with very much of the materials required by our specialized interests.

SUGGESTED BUDGET OF OPERATIONS FOR THE LIBRARY
FOR A 10-YEAR PERIOD, BASED ON
$ 50,000 PER YEAR GRANT

1.FOR BACK-FILES OF JOURNALS, B INDING OF UNBOUND VOLUMES, & MICROPRINTS OF JOURNALS UNAVAILABLE IN THE ORIGINAL FORMAT	$	28,500
2.FOR BOOKS		18,400
3.FOR TRAVEL EXPENSES (per year)		1,000
4.FOR SECRETARIAL HELP (per year)		2,000
5.FOR TELEPHONE, TELEGRAPH, POSTAGE		100
TOTAL	$	50,000

- -

In concluding our petition there are several things which we wish to emphasize. First, it is help in securing the expensive back-files and expensive reference sets which we consider our justification for our request. The College itself will provide the support necessary for current operations and carrying on the subscriptiins to the new journals of which we hope to secure the back files. Second, the materials which we hope so much to secure are essential to our program and have been requested by our faculty and directors of research. Without outside assistance, most of this material could not be secured by the D.H.Hill Library.

Respectfully submitted,

Harlan C. Brown
Librarian

ANNEX I.

Sample Materials Urgently Needed by the D. H. Hill Library.

Allgemeine Zellforschung und mikroskopische Anatomie	
v.1-33 (1924-1945) (Unbnd.)	$ 1,100
Angewandte Botanik	
v.1(1919) - to date (Unbnd.)	510
Annales de Parasitologie, Humaine et Comparee	
v.1 (1923) - to date	225
Annales des Sciences Naturelles. Serie Botanique	
Series 2:v.1 (1834) - to date	1,120
Biochemische Zeitschrift	
v.1 (1906) - to date (about 325 volumes) (Extremely important for us)	3,200
Brennstoff Chemie (Essen)	
v.1-24 (1920-1943)	250
Carlsberg Laboratoriet, Copenhagen. Comptes Rendus...	
v.1 (1878) - to date	600
Chemisches Centralblatt	
From 1930 - to date ($ 35 to $ 70 per vol.)	2,000
Deutsche entomologische Zeitschrift	
v.1 (1881) - to date	750
Elektrizitätswirtschaft	
From 1930 - to date	300
The Entomologist (London)	
v.1 (1840) - to date	1,000
Geological Magazine	
v.1,(1864) - to date	1,000
Ibis	
v.1 (1859) to date	1,160

Institut Pasteur, Paris. Annales	
v.1-77 (1887-1949)	1,250
Justus Liebigs Annalen der Chemie	
v.1-554 (1832-1943) (On microcard)	1,008
Linnean Society of London. Journal. Zoological Section.	
v.1,(1855) - to date	1,000
Mathematische Annalen	
v.1 - to date	2,600
Metron (Rovigo)	
v.1 (1920) - to date	150
Mettalwirtschaft	
v.1 (1921) - to date	300
Physikalische Zeitschrift	
v.1 - to date	800
Planta; Archiv fur wissenschaftliche Botanik	
v.1 - to date	1,250
Quarterly Journal of Pure & Applied Mathematics	
v.1,(1857) - to date	1,000
Royal Microscopical Society. Journal	
v.1 (1844) - to date	1,000
Society of Glass Technology. Journal.	
v.1-22 (1917-1938)	275
Statistical Research Memoirs (London University)	
v.1 (1936) to date	150
Tokyo. Institute of Physical & Chemical Research Scientific Papers	
v.1-33 (1922-36)	325
Trudy po Prikladnoi Botanike, Genetike i Selektsii	
v.1930-1942	400

Zeitschrift für analytische Chemie ... (Fresenius)

v.1930 - to date 1,100

Zeitschrift für Biologie (Munchen)

v.1 (1865) - to date 2,000

Zeitschrift für Elektrochemie u. angewandte physikalische chemie

v.1930 - to date 500

Zeitschrift für induktive Abstammungs- und Vererbungslehre

v.1-81 (1908-1947) (Very important for us) 2,000

Zeitschrift für Kristallographie

v.1 - to date (Very important for us) 3,950

Zeitschrift für Physik

v.1-127 (1920-1950) 1,680

Zeitschrift für physikalische Chemie

Abteilung A and Abteilung B vol.1 - to date 3,750
(This is most important for the physicists, chemists, and nuclear engineers)

- -

The above sampling of 2 1/2 pages represents items, for the most part, especially needed by our faculty. I have 22 such pages of journal requirements which have been placed on "priority 1" for the library. There are many more journals which we need, and those have been placed on"priority 2".

The monographs and reference sets which we require are not to be considered second place. Many are of equal urgency in our buying program, and many will be extremely difficult to procure.

AUG 18 1952

NC-103

FORM 186

June 30, 1952
New York

GORDON GRAY
President, University of
North Carolina (Consolidated)

INTERVIEWS: JHP

KEO	JUL -3'52	KEO
RWJ	JUL -2	RWJ
LFK	JUL 7 '52	LFK
FMR		FMR

HMP Pending AUG 12 52

GG sails for Europe tomorrow. Will return early in August.

(1) GG transmitted by hand a copy of a list of library materials (back files; scientific journals) which Harlan C. Brown, Librarian, has requested Chancellor Harrelson to request Pres. Gray to request of GEB. Copies of such and other letters accompany the list of library materials. GG's request for GEB consideration was transmitted orally.

(2) GG stated that he realized that U. of N. C. (Cons.) requests to GEB were getting a bit complicated. He repeated his preferences: A Humanities Project (yet to come) first; Institute of Mathematical Statistics second; Library materials third. It was quite clear that GG transmitted Chancellor Harrelson's request half-heartedly. He volunteered the information that it was quite likely that he would be able to persuade the legislature to make a grant of $50,000 a year for 10 years (if necessary) in order to meet the aforementioned library needs.

(3) GG stated that he did not want to establish any rule which would prevent his deans, division heads, etc., from alertness in the matter of acquisition of outside aid. Yet, he said, priorities must be established in his office. He is anxious for GEB to do something for the Institute of Mathematical Statistics, and I got the very clear impression that he would like GEB to make an appropriation for Humanities and to Institute of Mathematical Statistics, but that if only one is to be aided he prefers Humanities.

He spoke of a possible request for 1/3 of $500,000 for a revolving fund for use by Math. Statistics, but said that Dr. Gertrude Cox's hopes for a $3,000,000 building to house the Institute were beyond the possibility of realization in the foreseeable future.

(4) GG stated that he is more hopeful that he will eventually have an imaginative proposal in the Humanities. Prof. Everett Hall (Philosophy; Iowa) will join U. of N. C. faculty in the fall. GG thinks that this step will contribute to the solution of leadership problems in Humanities.

(5) Logan Wilson (v.p.) plans to come to N. Y. later in the month to discuss U. of N. C. requests with GEB. I told GG that I would be in North Carolina during July, and that Logan and I might be able to confer there. GG will call LW before sailing and suggest that he arrange for a meeting with me.

****

I called LFK and he dropped in on the conference for a few moments.

INTERVIEWS: JHP

GORDON GRAY
President, U. of N. C.

GG told LFK of a pamphlet he had seen recently which criticized foundations rather severely. Conversation while LFK was present was otherwise general in nature. GG volunteered, in response to a compliment, that U. of N. C. probably had a better reputation than it deserved, but that he had hopes that the institution ~~could~~ can catch up and move forward even more.

J. HARRIS PURKS

JHP:ebe

AUG 21 1952

NC-103

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
DEPARTMENT OF ENGLISH
Raleigh
July 7, 1952

DH ack 7/10/52

	JHP	JUL 10 '52	JHP	7/24

Dr. James Harris Purks
General Education Board
49 West 49th Street
New York City

Dear Dr. Purks:

As chairman of a faculty advisory committee for the selection of a chancellor for this institution, I have the responsibility of exploring the field for the best possible candidates for the position. It has been suggested to me that you might be willing to submit a few names for our consideration.

We are looking for a man who would understand and appreciate the possibilities of education in a technological institution and who could devise for us a significant program embodying the ideals both of general and specialized education. Though he does not have to be a very young man, he should be of sufficient youth, vitality, and imagination to initiate and develop a long-range plan. The foregoing is perhaps not too accurate a "job specification." However, since you are familiar with our institution, you will doubtless have no difficulty in determining the type of man who will be best for us.

If you would be so kind as to suggest a few names, we of the committee would be most grateful.

Sincerely yours,

Lodwick Hartley

Lodwick Hartley
Head of the English Department

LH:br

For mailing .....

AUG 21 1952

LFK	JUL 25	JFK
RWJ	JUL 25 '52	

July 24, 1952

Dear Professor Hartley:

Upon my return from a field trip I find your letter which requests suggestions of names for consideration by your faculty advisory committee which has the task of exploring possibilities for someone to assume the duties of chancellor upon the retirement of Chancellor Harrelson.

I would hesitate to submit suggestions unless I could transmit a list of several names. At the moment only two come to mind, and accordingly I feel that I should not transmit these until I have thought further about the matter. I will, however, transmit a suggestion that after you have explored the possibilities locally and have studied the pattern of presidents and deans in American colleges and universities, you search for potential administrative officers which are to be found in faculties. It has seemed a bit unfortunate that in searching for administrative officers our institutions frequently overlook talent among professors, and take the line of least effort by looking primarily at other presidents and deans. Then, too, there may be possibilities at such regional service centers as the Southern Regional Education Board and the Oak Ridge Institute of Nuclear Studies.

Your committee has a significant responsibility, and your task is not easy. My best wishes are with you in your efforts.

Sincerely yours,

J. H. PURKS, JR.

Professor Lodwick Hartley, Head
Department of English
North Carolina State College
of Agriculture and Engineering
University of North Carolina
Raleigh, North Carolina

JHP:ebe

HMP

JHP 10/15/52
KEO

JHP

UNIVERSITY OF NORTH CAROLINA - library

O.C. decision was JHP to visit and decline.
Your interview of 10/10/52 puts it back on list
again. Is this what you intended.

By request of SS the 3 U of NC, Consolidated, items were to be reviewed at Chapel Hill conference (SS, LTK, and JHP). LTK now cannot make the trip. SS, upon being informally requested that the items be taken to the Institute of Statistics, in consideration of merits, another O.C. meeting.

OCT 17 1952

~~KEO~~ HMP

LFK

JHP FMR

KEO

RMJ

October 10, 1952
Telephone call to

GORDON GRAY, President
U. of North Carolina Consolidated

GC-103

I called GG to tell him that LFK and I would not be able to visit him next week as planned.

In the course of the conversation we discussed the three requests from U. of N. C. Consolidated. His wishes are:

(a) The request for $250,000 toward $500,000 for the Institute of Mathematical Statistics be considered as formal and for decision of officers and/or Trustees in December, 1952.

(b) The request for aid to library at N. C. State also be so considered.

(c) The request for aid to a humanities program at Chapel Hill be considered as not formally before the officers unless and until further word is received from GG. GG is much interested in developing a challenging proposal in humanities, but does not want us to consider a proposal which has not properly matured. He hopes that the delay, due perhaps in some measure to the cancelled trip, will not be held as unfavorable to a later formal request.

This means, and I repeated my understanding, that GG is ready for items (1) and (2) to be considered now on their merits.

J. H. PUNKS

JHP:ebe

NC-103

November 10, 1952
Telephone call to

GORDON GRAY
President, University of North Carolina

NOV 12 1952

KEO

JHP RWJ

LFK
FMR
HMP

GG said that five years (until December 31, 1957) should be long enough as a matching period for the $250,000 toward $500,000 for the Institute of Statistics.

He also said that it should be possible to set up an account which would enable regular reports of expenditures against GEB funds to be reported as long as GEB funds remain in the revolving fund.

He expressed pleasure that the officers had agreed to take the item to Trustees in December.

I declined the request for back journal files for the N. C. State College library. GG said that he had not placed this item high on his schedule for GEB; that he was including it in his recommendation to the state legislature.

GG will be in N.Y.C. later this week. He may call the GEB offices.

J. H. PURKS

JHP:ebe

NC-103

November 12, 1952
New York

LVK
JHP FWR
RMJ
KHO

GORDON GRAY
President, University of North Carolina Consolidated

GG dropped in without prior appointment.

We discussed a few matters relating to administrative personnel in the Consolidated University. Among other problems facing GG is the location of a successor to Dean J. H. Hilton (N. C. State) who has just accepted the presidency of Iowa State College, effective within a few months.

J. H. PURKS

JHP:ebe

FORM 199

AUG 21 1953

INTERVIEWS: RWJ

JHP		JHP
LFK	DEC 17 '52 DEC 18 '52	LFK
FMR	DEC 18 '52	FMR
KEO	DEC 19 '52	KEO
RWJ	DEC 19 '52	RWJ

ZC-103

December 9, 1952
Raleigh, North Carolina

DEAN JOHN W. SHIRLEY

North Carolina State College

Dean John W. Shirley, who is head of the liberal arts program at Raleigh, is interested in filling two major positions on his staff. The first is an associate professorship in the field of music at a salary of $5000-$5500. He has in mind a man who can present courses in music appreciation and music history and work these offerings into the larger fabric of the undergraduate liberal arts program. Secondly, JWS is interested in filling the position of department head in the field of economics. For this vacancy he is seeking a man in his late thirties or early forties whose training and interests lie primarily in economic theory and principles. JWS can pay as high as $7500 for this position and with a prospective ten per cent salary increase pending at Raleigh, the salary would soon rise to $8250. Apparently plans are afoot to develop an economics department of considerable strength which will be qualified to conduct teaching and research of its own as well as in connection with other departments such as agricultural economics and industrial engineering. At present the economics department contains 12½ positions, some of which are currently open. I agreed to make some inquiries and to send JWS any leads I might be able to uncover. For two of his junior openings in economics, I mentioned a current GEB fellow (Joseph W. Willett who is studying at the University of Chicago under Ted Schultz) and a former GEB scholar (Fred Westfield who is completing his Ph. D. in economics at M. I. T.) JWS indicated considerable interest in both men. I will send him further particulars when I return to New York next week.

sent 12/31/52 DHH

RWJ:dhh

ROBERT W. JULY

RWJ

FORM 100

INTERVIEWS: RWJ

December 9, 1952
Raleigh, North Carolina

GEORGE GULLETTE, Professor
Dept. of Social Studies

North Carolina State College -
(continued)

comb the field with some care. I suggested that he place his problem before O. C. Carmichael who is much interested in the problem of liberal arts training and who might be able to propose some useful leads. I suggested also that local industry might be persuaded to contribute toward this project, particularly since it was the engineering group which had caused the program to be set up in the first place.

RWJ:mmm

ROBERT W. JULY

NC-103

MAY - 1 1953

North Carolina State College of Agriculture and Engineering
of the
University of North Carolina
Raleigh

OFFICE OF THE CHANCELLOR

JHP
HvW
RWJ
LFK
EBE

APR 27 '53
APR 29 '53
MAR 30 '53
MAR 30 '53
MAY 1

April 24, 1953

4/29

General Educational Board
49 West 49th Street
New York 20, New York

Gentlemen:

As Chancellor of North Carolina State College, I am privileged to call your attention to our undergraduate and graduate programs of teaching, research, and dissemination of research findings.

State College is the land-grant college of North Carolina dedicated chiefly to the training of our youth in agriculture and the technical sciences. The undergraduate degree-granting schools are Agriculture, Design, Education, Engineering, Forestry, and Textiles. Graduate work leading to the doctorate is given in 14 separate departments. Under separate cover I am sending you the latest edition of the College Catalog covering the details of our teaching programs.

If possible, I would be pleased to receive a copy of your annual report, as well as information relative to making application for any funds in your Foundation that may be available for our educational programs. We are constantly presented with opportunities to broaden our educational endeavors by financial assistance to students and faculty in their various areas of activity.

Respectfully yours,

J. W. Harrelson
Chancellor

JWH:b

FORM G 54

MAY - 1 1953

April 29, 1953

Dear Chancellor Harrelson:

In accordance with your request of April 24, I am asking our publications office to send you a copy of our latest Annual Report.

I'm sure that the experience of North Carolina State in filing applications with the Board will permit me to answer your question regarding procedure by saying that applications should be filed as in the past.

Sincerely yours,

J. H. PURKS, JR.

Chancellor J. W. Harrelson
North Carolina State College
of Agriculture and Engineering
Raleigh, North Carolina

JHP:ebe

OCT 29 1953

HMP

NC-103

LFR

JHP DR

FBR

RWJ

October 27, 1953
New York, New York

PRESIDENT GORDON GRAY
University of North Carolina,
Consolidated
(U. of N.C. - Chapel Hill;
N.C. State - Raleigh;
Woman's College - Greensboro)

In the course of a long personal conversation with GG, he reported that North Carolina State College at Raleigh now admits Negroes. They have, of course, been admitted to the University of North Carolina at Chapel Hill for several years. Meanwhile North Carolina College (for Negroes) at Durham continues to flower.

Comment(JHP) The emerging pattern is clear. Negroes will have their institutions, and they will also be admitted to institutions previously restricted to whites. It is not a case of either-or; they will have it both ways in the South. And this, no matter what their self-defined spokesmen may say, is, in my judgment, what the overwhelming majority of Negroes want and foresee for the decade or so immediately ahead.

J. HARRIS PURKS

JHPsnc

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING OF THE UNIVERSITY OF NORTH CAROLINA

HONORS AND AWARDS DAY

William Neal Reynolds Coliseum

Tuesday, May Twenty-ninth

1951

TEN TO TWELVE O'CLOCK

Auspices of

GOLDEN CHAIN
(Honor Society)

PHI KAPPA PHI
(Honor Society)

ALPHA ZETA
(Honorary Agricultural Fraternity)

KAPPA PHI KAPPA
(Honorary Education Fraternity)

SIGMA TAU SIGMA
(Honorary Textile Fraternity)

TAU BETA PI
(Honorary Engineering Fraternity)

XI SIGMA PI
(Honorary Forestry Fraternity)

PROGRAM

Organ Prelude, Dr. C. G. Brennecke, Organist

Eugene Jeffords, Presiding

Alma Mater

N. C. STATE'S ALMA MATER
Words by A. M. Fountain, '23
Music by B. F. Norris, '23

Where the winds of Dixie softly blow
O'er the fields of Caroline;
Where the tall pine tree sentinels stand
As a guardian at thy shrine;
Where the bravest hearts of men are found,
That are loyal through and through,
There stands, ever cherished, N. C. State,
Firmly, strong and true.

Chorus

Then lift your voices! Loudly sing
Our Alma Mater's praise!
Over all the earth her song shall ring,
Whose notes we proudly raise;
Her glories we shall sound afar
From hill to ocean side;
Our hearts ever hold you, N. C. State
In the folds of their love and pride.

Remarks and Introduction of Speaker—Chancellor J. W. Harrelson

Address—Gordon Gray, President of the Consolidated University of North Carolina

Presentation of Honors and Awards

Benediction

HONORS AND AWARDS

AWARD: Blue Key Citizenship Award.
RECIPIENT: To be announced.
BASIS OF AWARD: To the student selected by Blue Key as the outstanding citizen at State College.
DONOR: Blue Key.

AWARD: General Education Board Graduate Scholarship.
RECIPIENT: Harvey Lindy Bumgardner, Senior, Agriculture, Kings Mountain, North Carolina.
BASIS OF AWARD: To induce more of the most able and promising college graduates to pursue academic careers and to recruit into teaching and research a number of the most able graduating seniors of southern colleges, a new scholarship program has been instituted by the General Education Board. A small number of such scholarships, paying tuition, fees, travel, and subsistence for graduate study will be awarded this year for the second time. Candidates have been chosen from a highly selected group of seniors nominated from the leading schools of the South. Selection was based on evidence of exceptional intellect, imagination, personality, and scholarship. A local committee on selection was appointed by the Chancellor, and representatives from all State College Schools were considered from these representatives, the local committee made its recommendations to the General Education Board. It is with considerable satisfaction and pride that we have learned that one of our candidates has been selected by the Board and has been awarded a scholarship in the new program. The very great number of applicants renders this a very real distinction. It is with much pleasure that we can here announce that Mr. Harvey Lindy Bumgardner of the School of Agriculture has been awarded one of the General Education Board Graduate Scholarships for the coming school year.

SCHOOL OF AGRICULTURE

AWARD: Alpha Zeta Scholarship Cup.
RECIPIENT: Joseph Ernest Currie, Jr., Sophomore, Animal Industry, Jackson Springs, N. C.
BASIS OF AWARD: To the sophomore in Agriculture who during his freshman year made the highest scholastic average.
DONOR: Alpha Zeta Honorary Fraternity.

AWARD: Alpha Zeta Scholarship Award ($100).
RECIPIENT: Johnny Kermit Atwell, Freshman, Agriculture, China Grove, N. C.
BASIS OF AWARD: To a rising sophomore in Agriculture, Agricultural Education, or Forestry, based on scholarship, character and leadership, and need.
DONOR: Alpha Zeta Fraternity.

AWARD: Agricultural Engineering Certificate of Recognition.
RECIPIENT: James William Dickens, Senior, Agricultural Engineering, Nashville, N. C.
BASIS OF AWARD: Most outstanding senior in Agricultural Engineering.
DONOR: Local branch of American Society of Agricultural Engineers.

AWARD: I. O. Schaub $100 Scholarship.
RECIPIENT: Paul Bobby Cone, Freshman, Agriculture, Middlesex, N. C.
BASIS OF AWARD: To a rising sophomore in Agriculture, Agricultural Education, or Forestry, who is in the upper one-fourth of the class, with preference to a former 4-H Club member.
DONOR: North Carolina Farm and Home Week.

AWARD: Danforth Freshman $50.00 Scholarship—to provide two weeks at American Youth Foundation Leadership Training Camp, Shelby, Michigan.
RECIPIENT: Paul McRae Wagoner, Freshman, Agriculture, Gibsonville, N. C.
BASIS OF AWARD: To an outstanding freshman enrolled in General Agriculture or Agricultural Education.
DONOR: Danforth Foundation.

AWARD: Danforth Junior Fellowship—all expenses for two weeks at Ralston Purina Company, St. Louis, Missouri, and two weeks at American Youth Foundation Leadership Training Camp, Shelby, Michigan.
RECIPIENT: Ray Preston Karriker, Junior, Animal Industry, Mooresville, N. C.
BASIS OF AWARD: To an outstanding junior in Agriculture or Agricultural Education.
DONOR: Ralston Purina Company and Danforth Foundation.

AWARD: Sears Sophomore $200.00 Scholarship.
RECIPIENT: Birch Lee McMurray, Sophomore, Agronomy, Rutherfordton, N. C.
BASIS OF AWARD: To the freshman Sears Scholarship Holder who makes the best scholastic record.
DONOR: The Sears-Roebuck Foundation.

AWARD: International Poultry Judging Contest, Chicago, Ill. Second place in entire contest and first place in Market Products Division won by N. C. State team. Highest individual record in history of contest made by member of N. C. State team.
MEMBERS OF TEAM: Harvey L. Bumgardner, William C. Chuber, Joe K. Davis, and Zane Grey Futrell—Harvey L. Bumgardner made highest individual record and was awarded a Lord Elgin Watch, three medals, and a $95 cash prize.

AWARD: Agronomy Scholarship Cup.
RECIPIENT: Thomas Jackson Sheets, Senior, Agronomy, Fairview, N. C.
BASIS OF AWARD: Senior in Agronomy with highest scholastic average.
DONOR: Plant Food Institute.

AWARD: Agronomy Leadership Cup.
RECIPIENT: Harry Q. Simmons, Senior, Agronomy, Newport, N. C.
BASIS OF AWARD: Most outstanding senior in Agronomy.
DONOR: Plant Food Institute.

CONTEST: Swift Essay Contest—all expenses for trip to Chicago, Illinois, for inspection of meat-packing industry and to attend international Livestock Exposition.
RECIPIENT: Billy Ross Graham, Animal Industry, Norman, N. C.
BASIS OF AWARD: Best essay on a subject related to the meat-packing industry.
DONOR: Swift and Company.

AWARD: Gamma Sigma Epsilon Cup (Chemistry).
RECIPIENT: Henry Richard Ireland, Senior, Chemical Engineering, Greensboro, North Carolina.
BASIS OF AWARD: Senior making the best record in Chemistry (Agriculture, Engineering, or Textiles).
DONOR: Gamma Sigma Epsilon.

AWARD: Burpee $100 Horticulture Scholarship.
RECIPIENT: August John Nielsen, III, Junior, Horticulture, Edneyville, N. C.
BASIS OF AWARD: Scholarship, interest in research, and practical experience of the student.
DONOR: Mr. David Burpee.

BASIC DIVISION

AWARD: Certificate for National Individual Ranking in Direct Clash Debating.
RECIPIENTS: Rachel F. Ammons, Senior, Education, Mars Hill, N. C.
Jose Bardavid, Senior, Textiles, Mexico City, Mexico.
Donald E. Price, Sophomore, Agriculture, Monroe, N. C.
Bruce B. Roberts, Senior, Education, Mars Hill, N. C.
BASIS OF AWARD: Fulfillment of National Ranking Requirements.
DONOR: National Directors of Direct Clash Debating.

SCHOOL OF DESIGN

AWARD: A.I.A. Gold Medal Award.
RECIPIENT: James Lewis Brandt, Senior, Architecture, Raleigh, North Carolina.
BASIS OF AWARD: Outstanding scholarship in the 1951 graduating class and professional promise and potential.
DONOR: North Carolina Chapter of the American Institute of Architects.

AWARD: Regional Prize of $250 National Association of Home Builders.
RECIPIENT: Robert William Sawyer, Senior, Architecture, Darien, Wisconsin.
BASIS OF AWARD: Design ability shown in nation wide competition on small house.
DONOR: Architectural Forum The Magazine of BUILDING.

AWARD: N. C. Garden Club $500 Scholarship in Landscape Architecture.
RECIPIENT: Rufus Guy Coulter, Junior, Landscape Architecture, Arden, North Carolina.
BASIS OF AWARD: Academic achievement and professional promise in the future.
DONOR: N. C. Garden Club.

SCHOOL OF EDUCATION

AWARD: Kappa Phi Kappa Scholarship Medal.
RECIPIENT: Robert Jack Mercer, Senior, Agricultural Education, Bolivia, N. C.
BASIS OF AWARD: To the graduating senior who attained the highest scholastic average and who was most outstanding in leadership activities during his residence at North Carolina State College.
DONOR: Kappa Phi Kappa Fraternity.

SCHOOL OF ENGINEERING

AWARD: School of Engineering—Gold Watch.
RECIPIENT: Charles Glenn Deese, Senior, Mechanical Engineering, Kannapolis, North Carolina.
BASIS OF AWARD: Most outstanding senior in the School of Engineering.
DONOR: North Carolina State Engineers Council.

AWARD: Ceramics—J. C. Steele Scholarship Cup (Upperclassman).
RECIPIENT: Maxwell Reid Thurman, Sophomore, Ceramic Engineering, High Point, North Carolina.
BASIS OF AWARD: Highest scholastic average above freshman level.
DONOR: J. C. Steele.

AWARD: Ceramics—Moland-Drysdale Scholarship Cup (Freshman).
RECIPIENT: David Eugene Nixon, Freshman, Ceramic Engineering, Charlotte, North Carolina.
BASIS OF AWARD: Highest scholastic average for first two terms.
DONOR: Moland-Drysdale.

AWARD: American Institute of Chemical Engineers—Certificate and lapel pin.
RECIPIENT: Rolf Kaufman, Junior, Chemical Engineering, Waynesville, North Carolina.
BASIS OF AWARD: A member of the junior class with the highest average for freshman and sophomore years.
DONOR: American Institute of Chemical Engineers.

AWARD: Chi Epsilon—Civil Engineering Handbook.
RECIPIENT: Donald Hasbrouck Kline, Sophomore, Civil Engineering, Asheville, North Carolina.
BASIS OF AWARD: Sophomore having highest scholarship attained by at least four terms in residence.
DONOR: Chi Epsilon, National Civil Engineering Honorary Fraternity.

AWARD: ETA KAPPA NU—Electrical Engineering Handbook.
RECIPIENT: Arland Lee MacKinney, Sophomore, Electrical Engineering, Hendersonville, North Carolina.
BASIS OF AWARD: Sophomore having the best combination of scholarship and ability to get along with others.
DONOR: Eta Kappa Nu, Electrical Engineering Honorary Fraternity.

AWARD: American Institute of Electrical Engineers—Certificate and all expense trip to Miami, Florida to present paper in competition at the District Student Branch Convention.
RECIPIENT: William David Windley, Senior, Electrical Engineering, Pinetown, North Carolina.
BASIS OF AWARD: First prize on written and oral presentation of an original paper, "Photo-electric Congestion Indicator."
DONOR: American Institute of Electrical Engineers (North Carolina State Student Branch).

AWARD: Geology—Hastings Triplet Folding Hand Lens.
RECIPIENT: Raymond King Robbins, Senior, Geological Engineering, Concord, North Carolina.
BASIS OF AWARD: Scholarship and general leadership in his chosen field of Geology.
DONOR: Department of Geology, North Carolina State College.

AWARD: Pi Tau Sigma—Marks Handbook.
RECIPIENT: Alfredo Torres Cifuentes, Sophomore, Mechanical Engineering, Yaguaramas, Cuba.
BASIS OF AWARD: A member of the sophomore class in Mechanical Engineering with the highest scholastic average during his freshman year and first two terms of Sophomore year.
DONOR: Pi Tau Sigma.

AWARD: Tau Beta Pi Cup.
RECIPIENT: Donald Edward Hostetler, Junior, Nuclear Engineering, Raleigh, North Carolina.
BASIS OF AWARD: The junior engineer having the highest scholastic average through the sophomore year.
DONOR: Tau Beta Pi.

AWARD: American Society of Mechanical Engineers Certificate.
RECIPIENT: William Mannes Munn, Senior, Mechanical Engineering, Bishopville, South Carolina.
BASIS OF AWARD: Recognition of outstanding effort and accomplishments in behalf of the American Society of Mechanical Engineers (North Carolina State Student Branch).
DONOR: National Headquarters of the American Society of Mechanical Engineers.

SCHOOL OF FORESTRY

AWARD: The Hulda Johnson Cox Forestry $500.00 Scholarship.
RECIPIENT: Joseph Browning Reid, Junior, Forest Management, Washington, Va.
BASIS OF AWARD: The outstanding rising junior in the School of Forestry.
DONOR: Ralph K. Cox Paper Co., Inc., in honor of Mrs. Hulda Johnson Cox.

AWARD: Xi Sigma Pi, Freshman Scholarship Award.
RECIPIENT: Percy Lee Hardy, Jr., Freshman, Forestry, Mineral, Virginia.
BASIS OF AWARD: To the freshman in the School of Forestry making the best scholastic record.
DONOR: Xi Sigma Pi Fraternity.

AWARD: Xi Sigma Pi Senior Scholarship Award.
RECIPIENT: Eldon Maurice Estep, Senior, Forest Management, Lenoir, N. C.
BASIS OF AWARD: To the senior in the School of Forestry with the highest scholastic record.
DONOR: Xi Sigma Pi Fraternity.

SCHOOL OF TEXTILES

AWARD: National Association of Cotton Manufacturers Medal.
RECIPIENT: James Colin Ashworth, Senior, Textiles, Seagrove, N. C.
BASIS OF AWARD: Most proficient student in the Textile graduating class.
DONOR: National Association of Cotton Manufacturers.

AWARD: Sigma Tau Sigma Scholarship Cup.
RECIPIENT: Mortimer Pudnos, Senior, Textiles, New York City, N. Y.
BASIS OF AWARD: Member of the Textile senior class having the highest scholastic average over a period of three years.
DONOR: Sigma Tau Sigma, Honorary Textile School Fraternity.

AWARD: Phi Psi—wallet and leather case set.
RECIPIENT: George William Fox, Senior, Textiles, Randleman, N. C.
BASIS OF AWARD: Most outstanding graduating senior on the basis of scholastic standing, leadership, initiative, personality, loyalty, and courtesy.
DONOR: Phi Psi Textile School Fraternity.

AWARD: American Association of Textile Chemists and Colorists book and one year membership in the Society.
RECIPIENT: Edward Armond Schlirf, Senior, Textile Chemistry and Dyeing, Winston-Salem, N. C.
BASIS OF AWARD: Most outstanding graduating senior in Textile Chemistry and Dyeing.
DONOR: The American Association of Textile Chemists and Colorists.

MILITARY DEPARTMENT

AWARD: American Legion Medal.
RECIPIENT: Charles Glenn Deese, Senior, Mechanical Engineering, Kannapolis, N. C.
BASIS OF AWARD: Most outstanding ROTC student.
DONOR: American Legion.

AWARD: The Major-General William C. Lee Scholarship Award.
RECIPIENT: Frank Addison Hargrove, Freshman, Mechanical Engineering, Scotia, N. Y.
BASIS OF AWARD: Most outstanding first year Basic ROTC student.
DONOR: N. C. State College in honor of the late Major-General William Carey Lee.

PHI KAPPA PHI

AWARD: Graduate Scholarship Award—$50.00 Stipend.
RECIPIENT: Robert Douglas Lohman, Graduate Student, Electrical Engineering, Cranford, N. J.
BASIS OF AWARD: To the graduate student having the highest scholastic record and who otherwise qualified.
DONOR: The North Carolina State College Chapter of Phi Kappa Phi.

AWARD: Senior Scholarship Award—Gold Medal.
RECIPIENT: Charles Glenn Deese, Senior, Mechanical Engineering, Kannapolis, N. C.
BASIS OF AWARD: Highest scholastic average for junior year.
DONOR: The North Carolina State College Chapter of Phi Kappa Phi.

AWARD: Junior Scholarship Award—Silver Medal.
RECIPIENT: Eugene Clemens Sakshaug, Junior, Electrical Engineering, Flascher, N. D.
BASIS OF AWARD: Highest scholastic average for sophomore year.
DONOR: The North Carolina State College Chapter of Phi Kappa Phi.

AWARD: Sophomore Scholarship Award—Bronze Medal.
RECIPIENT: Maxwell Reid Thurman, Sophomore, Ceramic Engineering, High Point, N. C.
BASIS OF AWARD: Highest scholastic average for freshman year.
DONOR: The North Carolina State College Chapter of Phi Kappa Phi.

ATHLETIC AWARDS

AWARD: Monogram Club Freshman Athletic Cup.
RECIPIENT: Carl John Wyles, Freshman, Electrical Engineering, Buffalo, N. Y.
BASIS OF AWARD: To the freshman athlete who has distinguished himself most in leadership, scholarship, attitude, character, enthusiasm, sincerity, and athletic ability.
DONOR: Monogram Club.

AWARD: Alumni Athletic Trophy.
RECIPIENT: Victor A. Bubas, Senior, Industrial and Rural Recreation, Gary, Indiana.
BASIS OF AWARD: To the senior who during this college year has most distinguished himself in athletics.
DONOR: The General Alumni Association of N. C. State College.

INTRAMURAL SPORTS

Most Outstanding Record in Intramural Sports

Dormitory first place—Team of 12 players to be announced.

Dormitory second place—Team of 15 players to be announced.

Dormitory third place—Team of 15 players to be announced.

Fraternity first place—To be announced.

Fraternity second place—To be announced.

Fraternity third place—To be announced.

All-Campus Softball Team—Medals—10 players:

C. G. Buie (Sigma Chi)
Charles Harrell (Becton No. 1)
R. N. Jones (Syme No. 1)
H. N. Lumley (Tau Kappa Epsilon)
E. F. Pettinelli (Tau Kappa Epsilon)
Norman Sloan (Vetville)
D. I. Spencer (Pi Kappa Alpha)
R. R. Suggs (Sigma Chi)
S. W. Thomason (Pi Kappa Phi)
J. W. Twyford (Welch)

All-Campus Tennis—Medals—5 players:

John Duffett (Alexander No. 2)
L. C. Harrington (Bagwell No. 1)
H. A. Jacobs (Sigma Alpha Mu)
R. C. Margetts (Sigma Chi)
Jerry Moore (Welch)

All-Campus Football Team—Medals—10 players:

W. J. Ammons (Sigma Chi)
E. B. Armstrong (Sigma Nu)
W. J. Evans (Vetville)
S. Gooden (Syme No. 1)
W. C. Haas (T.K.E.)
C. A. Kohlbecker (West Haven)
George Pickett (Sigma Nu)
P. D. Sweat (Syme No. 1)
G. C. Thompson (Vetville)
Carlton Webb (Sigma Nu)

All-Campus Table Tennis Team—Medals—4 players:

F. Colle (Berry)
J. K. Plemmons (Pi Kappa Phi)
W. E. Southerland (Syme No. 2)
D. H. Strange (Pi Kappa Alpha)

All-Campus Volleyball Team—Medals—7 players:

R. E. Black (Becton No. 1)
J. Dodson (West Haven)
John Hay (Sigma Phi Epsilon)
R. G. Jewett (Berry)
George Pickett (Sigma Nu)
O. E. Pickett (Sigma Pi)
B. T. Ward (Pi Kappa Alpha)

All-Campus Handball Team—Medals—4 players:

Sam Filries (Sigma Alpha Mu)
Jules Lavner (Sigma Alpha Mu)
William Margolis (Sigma Alpha Mu)
J. Strassler (Alexander No. 2)

All-Campus Basketball Team—Medals—6 players:

B. D. Barr (Syme No. 1)
J. Christian (Pi Kappa Alpha)
R. N. Jones (Syme No. 1)
Ray Loflin (Sigma Chi)
J. W. Moore (Gold)
D. I. Spencer (Pi Kappa Alpha)

All-Campus Swimming Team—Medals—7 players:

R. B. Deal (Turlington No. 2)
A. H. Guion (Kappa Sigma)
S. Pierce (Sigma Chi)
C. Ragan (Kappa Sigma)
R. Ramsay (Kappa Alpha)
R. P. Shapard (Kappa Sigma)
K. W. Winston (Pi Kappa Alpha)

All-Campus Wrestling Team—Medals—8 players:

J. J. Chamberlain (Pi Kappa Alpha)
E. W. Craig (Sigma Pi)
Joe Johnson (Pi Kappa Alpha)
C. A. Keeley (Sigma Chi)
H. S. Odom (Sigma Alpha Epsilon)
W. O. Ross (Sigma Chi)
D. H. Strange (Pi Kappa Alpha)
J. W. Thompson (Pi Kappa Alpha)

All-Campus Boxing Team—Medals—8 players:

J. H. Alley (Becton No. 1)
C. L. Corn (Sigma Phi Epsilon)
R. S. Dobbins (Becton No. 1)
J. Jochum (Owen No. 1)
W. B. Jones (Sigma Chi)
H. Stowe (Kappa Alpha)
T. Thomas (Tucker No. 1)
M. Zolfagari (Berry)

All-Campus Track—Medals—10 players:

C. G. Buie (Sigma Chi)
N. Bizzell (Kappa Sigma)
J. S. Capell (Sigma Chi)
L. Foster (Sigma Nu)
W. B. Jones (Sigma Chi)
R. C. Margetts (Sigma Chi)
J. Moore (Welch)
K. Rhyman (Lambda Chi Alpha)
T. Ward (Pi Kappa Alpha)
K. W. Winston (Pi Kappa Alpha)

All-Campus Horse Shoes—Medals—4 players:

Wesley Doggett (Sigma Chi)
H. M. Ramseur (Bagwell No. 2)
J. Rusher (Sigma Nu)
Douglas Watts (Becton No. 1)

Best Dormitory Athlete—Trophy—R. N. Jones (Syme No. 1)
Best Fraternity Athlete—Trophy—Tom Ward (Pi Kappa Alpha)

Best Dormitory Athletic Director—Trophy—J. W. Twyford (Welch)
Best Fraternity Athletic Director—Trophy—Elwood Ligon (Sigma Chi)

All-around Participation:
Dormitory—Trophy—To be announced.
Fraternity—Trophy—To be announced.

Most Valuable Dormitory Football Player—H. Anderson—Syme No. 1
Most Valuable Fraternity Football Player—Richard Cauble (Sigma Nu)

Most Valuable Dormitory Basketball Player—Jerry Moore (Welch)
Most Valuable Fraternity Basketball Player—Ray Loflin (Sigma Chi)

Most Valuable Dormitory Softball Player—To be announced
Most Valuable Fraternity Softball Player—To be announced

Open Handball Champion—William Margolis (Sigma Alpha Mu)
Open Table Tennis Champion—E. F. Thomas (Independent)

HIGH HONORS

(High Honors in scholarship for the year are awarded those students who earn two and one-half times as many credit points as credit hours during the first two terms.)

Name and Classification	Home Address
Adams, David Arthur—So., Wild. Cons. & Mgt.	Charlotte, N. C.
Akhtar, Bashir Muhammad—Sen., Textiles	Pakistan
Ammons, Rachel Frances—Jun., Math. and Sci. Educ.	Mars Hill, N. C.
Anderson, Robert William—Sen., Textiles	Franklinton, N. C.
Baker, James Burnell—Jun., Elec. Engr.	Reidsville, N. C.
Baker, Paul, Jr.—Sen., Nuclear Engr.	Ashland, Ky.
Batts, Walter Teachey—Sen., Elec. Engr.	Rose Hill, N. C.
Bell, Mayhue Arnold—So., Nuclear Engr.	Blounts Creek, N. C.
Blake, Carl Thomas—Sen., Agri. Educ.	Burgaw, N. C.
Bradshaw, Charles Thomas—Jun., Nuclear Engr.	Norfolk, Va.
Brittain, Robert Willis—So., Agri. Engr.	Brevard, N. C.
Bryant, Wilbur Glenn—Sen., Mech. Engr.	Elm City, N. C.
Bumgardner, Harvey Lindy—Sen., Poul. Sci.	Kings Mountain, N. C.
Burnette, Jack Werts—Fr., Textiles	Evansville, Ind.
Cameron, Albert Barnes—Sen., Architecture	Charlotte, N. C.
Christensen, Carl Viggo—So., Architecture	Charlotte, N. C.
Cifuentes, Alfredo Torres—So., Mech. Engr.	Cienfuegos, L. V., Cuba
Cikurel, Hanri—Sen., Tex. Chem. & Dye	Izmir, Turkey
Conger, Gerald Stoddard—Jun., Textiles	Ottawa, Ontario, Canada
Crabtree, William Otho—Jun., Civil Engr.	Raleigh, N. C.
Crook, James Dan, Jr.—Jun., Forest Mgt.	Asheville, N. C.
Currie, Joseph Ernest, Jr.—So., An. Ind. (PV)	Jackson Springs, N. C.
Dee, John Bertram, Jr.—Sen., Nuclear Engr.	Raleigh, N. C.
Deese, Charles Glenn—Sen., Mech. Engr.	Raleigh, N. C.
Deitrick, Ralph Eckley—Fr., Mech. Engr.	Winston-Salem, N. C.
Demeulenaere, Alfred Marcel—Sen., Mech. Engr.	West Milton, Ohio
Dewar, Melvin Arthur—Sen., Nuclear Engr.	Anacortes, Wash.
Dickens, James William—Sen., Agri. Engr.	Nashville, N. C.
Dobson, Ernest Washington—Fr., Chem. Engr.	Forest City, N. C.
Doggett, Wesley Osborne—Jun., Nuclear Engr.	Brown Summit, N. C.
Duffett, John Robert—So., Textiles	Laurinburg, N. C.
Eckard, Spurgeon Eugene—So., Mech. Engr.	Hickory, N. C.
Efland, Robert Fleming—Sen., Textiles	Efland, N. C.
Ellis, Robert Giles—So. Nuclear Engr.	Raleigh, N. C.
Engman, Fred Latham—Sen., Mech. Engr.	Raleigh, N. C.
Estep, Eldon Maurice—Sen., Forest Mgt.	Lenoir, N. C.
Farinholt, Charles Russell—Jun., Ind. Engr.	Hilton Village, Va.
Flynt, Richard Addison—Sen., An. Ind.	Raleigh, N. C.
Fox, George William—Sen., Textiles	Randleman, N. C.
Foy, Wade Hampton—Sen., Elec. Engr.	Richmond, Va.
Frazelle, Charley J.—Sen., Civil Engr.	Richlands, N. C.
Garner, Thomas Harold—Jun., Agri. Engr.	Farmer, N. C.
Gay, Hilton Lee—Sen., Ind. Arts Educ.	Raleigh, N. C.
Gentry, Edwin Bernard—Sen., Elec. Engr.	Greensboro, N. C.
Gilliam, Henry Cornelius, Jr.—So., An. Ind.	Sanford, N. C.
Glass, Joseph Conrad, Jr.—Fr., Agriculture	Raleigh, N. C
Goble, James Raeford—Sen, Elec Engr.	Hiddenite N C
Goodman Arnold Frank—Fr, Elec. Engr.	Raleigh, N. C.
Gough, Peter Stuart—Fr., Textiles	Philadelphia, Penn.
Grimes, Charles Douglass, Jr.—Fr., Chem. Engr.	Winston-Salem, N. C.
Gwynn, George Richard—Jun., Agronomy	Yanceyville, N. C.
Hall, William Lyon—Sen., Architecture	Westport, Conn.
Hardy, Percy Lee, Jr.—Fr., Forestry	Mineral, Va.
Hargrove, Frank Addison—Fr., Mech. Engr.	Scotia, N. Y.
Harris, Peter John—Sen., Mech. Engr., H.&A.C. Opt.	Raleigh, N. C.
Harwood, Dewey Gilbert, Jr.—Sen., An. Ind.	New London, N. C.
Hatcher, John Martin—Sen., Elec. Engr.	Leland, N. C.
Hay, John Richards, Jr.—Sen., Construction	Hickory, N. C.
Hegenberger, Robert Francis—Sen., Nuclear Engr.	Maitland, Fla.
Helfrich, Gerard Francis—Sen., Nuclear Engr.	Dallastown, Penn.
Horton, Gattis Truett—Sen., Agri. Educ.	Wendell, N. C.
Hostetler, Donald Edward—Jun., Nuclear Engr.	Raleigh, N. C.
Ipock, Ernest Roger—Sen., Ind. & Rur. Rec.	Vanceboro, N. C.
Ireland, Henry Richard—Sen., Chem. Engr.	Greensboro, N. C.
Johnson, Gene William—So., Civil Engr.	Winston-Salem, N. C.
Johnson, Richard LeRoy—Jun., Nuclear Engr.	Lee, Illinois
Johnson, Wiley Carroll, Jr.—Sen., Agronomy	Canton, N. C.
Kaufman, Rolf—Jun., Chem. Engr.	Waynesville, N. C.
Kelger, Boone Anderson, Jr.—Sen., Civil Engr.	Winston-Salem, N. C.
Kennedy, Dean Lewis—Fr., Nuclear Engr.	Raleigh, N. C.
Klein, Burton Marvin—Jun., Textiles	Chicago, Illinois
Kline, Donald Hasbrouck—So., Civil Engr.	Asheville, N. C.
Knowles, Ralph Lewis—So., Architecture	Cleveland, Ohio
Leon, Bruno—Sen., Architecture	Detroit, Mich.
Lominac, Harold Richmond—Sen., Mech. Engr.	Asheville, N. C.
Lourigan, George Henry—Fr., Textiles	Kenosha, Wis.
Lumley, Howard Nathaniel, Jr.—Jun., Textiles	Greensboro, N. C.
McDonald, William Alfred—Fr., Mech. Engr.	Candor, N. C.
MacKinney, Arland Lee—So., Elec. Engr.	Hendersonville, N. C.

Name and Classification	Home Address
McRee, Gerald Lee—Sen., Tex. Chem. & Dye.	Charlotte, N. C.
Martin de Nicolas Y Garcia, Arturo, Jr.,—Tex. Chem. & Dye.	Habana, Cuba
Mauney, Carl Herman—So., Elec. Engr.	Kings Mountain, N. C.
Mayo, John Sullivan—Jun., Elec. Engr.	Greenville, N. C.
Mintzer, Stuart Morton—So., Textiles	Brooklyn, N. Y.
Montgomery, John Wesley—Fr., Civil Engr.	Kinston, N. C.
Moose, Lathan Thomas—So., Agric. Educ.	Statesville, N. C.
Morenus, Richard Cousins—Jun., Mech. Engr.	Atlanta, Ga.
Mortensen, Fred Neil—Jun., Nuclear Engr.	Raleigh, N. C.
Mott, Harold—Sen., Elec. Engr.	Caroleen, N. C.
Munn, William Mannes—Sen., Mech. Engr.	Bishopville, S. C.
Neely, Clyde Caldwell—Sen., Mech. Engr.	Charlotte, N. C.
Newton, James Emerson, Jr.—Jun., Mech. Engr.	Charlotte, N. C.
Nixon, David Eugene—Fr., Cer. Engr.	Charlotte, N. C.
Olarte Restrepo, Jaime—So., Textiles	Colombia, S. A.
O'Neal, Robert Charles—Jun., Civil Engr.	Manteo, N. C.
Pan, Chi Hsun—Sen., Textiles	Hongkong, China
Perry, Astor—Jun., Agri. Educ.	Shell Creek, Tenn.
Perry, William Herbert, Jr.—Sen., Agri. Educ.	Jamesville, N. C.
Ramsey, James Earl, Jr.—Jun., Elec. Engr.	Denver, N. C.
Ray, Earl Elmer—Jun., An. Ind.	Burnsville, N. C.
Reid, Joseph Browning—Jun., Forest Mgt.	Washington, Va.
Roach, Laurie Edwin—So., An. Ind.	New Bern, N. C.
Roland, Alan Craig—Jun., Construction	Kernersville, N. C.
Sadler, Howard Thomas—Jun., Elec. Engr.	Greensboro, N. C.
Sakshaug, Eugene Clemens—Jun., Elec. Engr.	Flasher, N. Dakota
Satterfield, George Howard, Jr.—Fr., Agri. & Biol. Chem.	Raleigh, N. C.
Schlirf, Edward Armond—Sen., Tex. Chem. & Dye.,	Winston-Salem, N. C.
Schlirf, John William—Jun., Mech. Engr.	Winston-Salem, N. C.
Scott, Blondy Ebert—Sen., Ind. Arts Educ.	Rocky Point, N. C.
Scovil, Roger Morris—Sen., Civil Engr.	Greenville, S. C.
Sellars, Elmo Murray—Sen., Civil Engr.	Greensboro, N. C.
Sheets, Thomas Jackson—Sen., Agronomy	Fairview, N. C.
Sherrill, John Lawrence—Jun., Textiles	Raleigh, N. C.
Shimamoto, Paul Sumio—Jun., Architecture	Waipahu, Oahu, T. H.
Siegel, Philip William—So., Textiles	Union City, N. J.
Skinner, Edgar Durant, Jr.—So., Chem. Engr.	Rocky Mount, N. C.
Smith, Jack, Jr.—Sen., An. Ind.	Oak City, N. C.
Spain, George Eugene—Jun., Agri. Educ.	Henderson, N. C.
Spaine, Lawrence Franklin—Sen., Civil Engr.	Raleigh, N. C.
Spainhour, Earlie Hobart—Fr., Ind. Engr.	Rural Hall, N. C.
Stephenson, William Herbert—Sen., Elec. Engr.	Smithfield, N. C.
Studer, William Francis—Jun., Nuclear Engr.	Raleigh, N. C.
Tesch, William Arthur—Sen., Nuclear Engr.	Raleigh, N. C.
Travis, James Stokes, Jr.—Jun., Ind. Arts Educ.	Apex, N. C.
Upchurch, Edward Franklin—Sen., Mech. Engr., H.&A.C. Opt.	Raleigh, N. C.
Vernon, Arthur William—Sen., Elec. Engr.	Raleigh, N. C.
Via, James Edward—So., An. Ind.	Raleigh, N. C.
Wagner, Carl Benjamin—Jun., Agric. Educ.	Taylorsville, N. C.
Walls, James Emmett—Sen., Civil Engr.	Raleigh, N. C.
Wardinon, Moshe—Sen., Textiles	Tel Aviv, Israel
Wardinon, Shoshana (Mrs.)—Fr., Math. & Sci. Educ.	Tel Aviv, Israel
Weathers, Clyde Raymond—Sen., Agri. Educ.	Wendell, N. C.
Webb, Carlton Sorey—Sen., Ind. & Rur. Rec.	Newport News, Va.
West, Donald Richard—Jun., Mech. Engr.	Winston-Salem, N. C.
Westmoreland, Herman Logan—Sen., An. Ind.	Rutherfordton, N. C.
White, Jack Carson—So., Civil Engr.	High Point, N. C.
White, Marion—Sen., Civil Engr.	Elizabeth City, N. C.
Whitley, James Richard—Sen., Agri. Educ.	Stantonsburg, N. C.
Winchester, Dewey Hobson, Jr.—Sen., Elec. Engr.	Mocksville, N. C.
Wisseman, William Rowland—Fr., Civil Engr.	Greensboro, N. C.
Woodard, Dan Prince, Jr.—Sen., Elec. Engr.	Laurel Hill, N. C.
Yelverton, Carl Spencer—Fr., Wild. Cons. & Mgt.	Raleigh, N. C.

HONORS

(Honors in scholarship for the year are awarded those students who earn twice as many credit points as credit hours during the first two terms.)

Name and Classification	Home Address
Aardema, Thomas Frederick—Sen., Dairy Mfg.	Grand Rapids, Mich.
Adams, John Griffith—Jun., Architecture	Hartford, Conn.
Agnew, Louis Samuel, Jr.—Fr., Mech. Engr.	Wilson, N. C.
Ahmad, Nazir—Sen., Textiles	Pakistan
Alexander, Neal Patterson—Jun., Mech. Engr.	Charlotte, N. C.
Allen, John Perry—Jun., Civil Engr.	Kannapolis, N. C.
Alliss, Adli Awad—Sen., Civil Engr.	Jordan
Amersey, Purshottam Nandlal—Jun., Textiles	Bombay, India
Anderson, Harry Brinkley—Jun., Mech. Engr.	Raleigh, N. C.
Anderson, James Ellis, Jr.—Sen., Chem. Engr.	Wake Forest, N. C.
Atkins, James Edward—Sen., Agri. Educ.	Cary, N. C.
Atwell, Johnny Kermit—Fr., Agri.	China Grove, N. C.

Name and Classification	Home Address
Atwood, Albert Benton—So., An. Ind.	Winston-Salem, N. C.
Aycock, Jacob Wesley, Jr.—So., Dairy Mfg.	Fremont, N. C.
Ball, Richard Lee—Fr., Chem. Engr.	Lenoir, N. C.
Ballance, Robert Christopher—Jun., Agri. Econ.	Fremont, N. C.
Ballance, William Alton—Fr., Agri. Educ.	Fremont, N. C.
Bandes, William Deshel, Jr.—Jun., Textiles	Mescopeck, Penn.
Bardavid Cuenca, Jose—Sen., Textiles	Mexico, D. F.
Barkley, Jack Ronald—Jun., Ind. Engr.	Statesville, N. C.
Barrett, James Passmore—So., Ind. Engr.	Charlotte, N. C.
Barrosse, Bernard Adolphe, Jr.—Sen., Mech. Engr., H.&A.C. Opt.	Asheville, N. C.
Bassi Zambelli, Danilo Alejandro—Sen., Textiles	Vena du Mar, Chile
Batchelor, Andrew Jackson—So., Elec. Engr.	Sharpsburg, N. C.
Batts, Edward Sidbury—So., An Ind. (PV)	Rocky Point, N. C.
Baxter, David Harding—Sen., Civil Engr.	Russellton, Penn.
Beaman, John Homer—Sen., Forest Mgt.	Marion, N. C.
Beard, Harry Geddie—Fr., Agri. Educ.	Fayetteville, N. C.
Beeker, James Osborne—Sen., Mech. Engr.	Norfolk, Va.
Belche, Joseph Roscoe, Jr.—Jun., Tex. Chem. & Dye.,	Fayetteville, N. C.
Bell, Alfred Lamar—So., Mech. Engr., Aero. Opt.	Wilmington, N. C.
Bell, Roger Quentin—So., Wild. Cons. & Mgt.	Manteo, N. C.
Bellucci, Harold Norman—Sen., Construction	New London, Conn.
Benbow, John Robert—Sen., Agri. Educ.	Oak Ridge, N. C.
Bennett, Floyd Richard—Fr., Cer. Engr.	Valdese, N. C.
Benning, George William—Fr., Ind. Arts Educ.	Toronto, Ohio
Bergman, Frederick Starr—Jun., Elec. Engr.	Winston-Salem, N. C.
Berner, William Edward—So., Textiles	Swannanoa, N. C.
Betts, Donald Gregory—Jun., Horticulture	Saugerties, N. Y.
Bishop, Clifton Norman—Sen. Civil Engr.	Kannapolis, N. C.
Blair, John Cook—Jun., An. Ind.	High Point, N. C.
Blalock, William Hardy—Sen., Chem. Engr.	Raleigh, N. C.
Blevins, Frederick Zane—Jun., Agri. Engr.	West Jefferson, N. C.
Blizzard, Paul Tunney—Sen., Agri. Educ.	Deep Run, N. C.
Bogliaccini, Carlos Alberto—Jun., Mech. Engr.	Montevideo, Uruguay
Bohannon, James Raymond—Jun., Nuclear Engr.	Salisbury, N. C.
Boles, Max Gerald Dean—So., Agri. Educ.	Cycle, N. C.
Boseman, James Ferlie, Jr.—Sen., Ind. & Rur. Rec.	Scotland Neck, N. C.
Bowerman, James Nelson—Sen., Geol. Engr.	Lockport, N. Y.
Bowers, Robert Joseph—Sen., Agri. Educ.	Sanford, N. C.
Boyer, Arthur Howell—Sen., Ind. & Rur. Rec.	Indianapolis, Ind.
Boyette, Harold Raines—Jun., Mech. Engr.	Hamlet, N. C.
Bradley, Raymond Ide, Jr.—Fr., Mech. Engr.	Salisbury, N. C.
Brandt, James Lewis—Sen., Architecture	Raleigh, N. C.
Bratton, Lewis Palmer—Sen., Tex. Chem. & Dye.	Raleigh, N. C.
Brettler, Monroe Sheldon—Jun., Textiles	Brooklyn, N. Y.
Brooks, Wayne—Jun., An. Ind.	Sparta, N. C.
Brown, Jerry Clifton—Fr., Nuclear Engr.	Rich Square, N. C.
Buchanan, James Ramsey, Jr.—So., Chem. Engr.	Sylva, N. C.
Buckner, Claude Alvin—Sen., Agri. Educ.	Arden, N. C.
Buie, Reginald—Jun., Civil Engr.	Pensacola, Fla.
Burbage, Douglas Johnson, Jr.—Jun., Mech. Engr.	Newport News, Va.
Burgess, George Megrew—Sen., Ind. Engr.	Falls Church, Va.
Burns, William Curtis—So., Mech. Engr.	Atkinson, N. C.
Burtnette, Claude Sidle, Jr.—So., Nuclear Engr.	Raleigh, N. C.
Butler, Stacy Alton—So., Agron.	Clinton, N. C.
Bynum, David William—Sen., An. Ind.	Lincolnton, N. C.
Cahoon, Carl McGuire—Sen., Agri. Educ.	Swanquarter, N. C.
Caldwell, John Thomas—Jun., Architecture	Asheville, N. C.
Calton, Aubrey Lolan, Jr.—So., Elec. Engr.	Lattimore, N. C.
Calvano, Ralph—Jun., Ind. Arts Educ.	Hawthorne, N. J.
Capel, Jesse Smith—Fr., Textiles	Troy, N. C.
Carlton, Hilton—Sen., Agri. Educ.	Pinetops, N. C.
Carrier, Joseph Alexander Emile—Jun., Textiles	Hull, Quebec, Canada
Carver, Irvin Lewis—Sen., Horticulture	Method, N. C.
Cashion, Ralph Wayne—Jun., Tex. Chem. & Dye.	Kannapolis, N. C.
Chadwick, Robert Winfield—Sen., Mech. Engr.	Rocky Mount, N. C.
Christenbury, Ben Leroy—Jun., Heat. & Air Cond.	Raleiah, N. C.
Chuber, William Charles—Sen., Poul. Sci.	Long Island City, N. Y.
Clark, Raymond Leeroy—So., Mech. Engr.	Swannanoa, N. C.
Cline, Betty Anne—Jun., Textiles	Raleigh, N. C.
Coble, John Edwin—Sen., Textiles	Greensboro, N. C.
Coggins, Charles William, Jr.—Jun., Agronomy	Crouse, N. C.
Coggins, Leroy—Fr., Agri. Educ.	Thomasville, N. C.
Cole, William Austin—Sen., Ind. Educ.	Candler, N. C.
Collins, Burt Harrison—So., Nuclear Engr.	Bradford, Penn.
Collins, Raymond Lee—Jun., Ind. Engr.	Raleigh, N. C.
Cooper, Gordon Harvey, Jr.—So., Mech. Engr.	Rochester, N. Y.
Coss, Jack Calvin—So., Civil Engr.	Raleigh, N. C.
Covington, William Oates, Jr.—So., Elec. Engr.	Wadesboro, N. C.
Craddock, Henry Carlton, Jr.—Sen., Elec. Engr.	Reidsville, N. C.
Cralle, George Anderson—Sen., Textiles	Raleigh, N. C.
Crank, Porcius Festus, Jr.—Jun., Forest Mgt.	Point Harbor, N. C.
Crawford, Walter Clingman—Sen., An. Ind.	Marion, N. C.
Crosby, Roger Moore, II—Jun., Tex. Chem. & Dye.	Falls Church, Va.
Cusworth, Charles—Jun., Nuclear Engr.	Freehold, N. J.
Dameron, Lewis Wade—Sen., Agri. Educ.	Bessemer City, N. C.

Name and Classification	Home Address
Daniel, George Cleve—Jun., An. Ind.	Blanch, N. C.
Darden, Bruce Vaiden—Sen., Ind. Engr.	Farmville, N. C.
Davis, Charles Richard—So., Agri. & Biol. Chem.	Harkers Island, N. C.
Davis, Henry Madison, Jr.—Jun., Math. & Sci. Educ.	Flat Rock, N. C.
Davis, Joe Kenneth—Jun., Poul Sci.	Earl, N. C.
Davis, John Oscar—So., Textiles.	Raleigh, N. C.
Davis, William Joseph—So., Civil Engr.	Winston-Salem, N. C.
Dayvault, Jack Alfred—Jun., Tex. Chem. & Dye.	Landis, N. C.
Dellinger, Thomas Philmore, Jr.—Jun., An. Ind.	Crossnore, N. C.
Derro, Joseph John, Jr.—So., Forest Mgt.	Winchester, Mass.
de Witt, Stuart Ridgely—Jun., Ind. Engr.	Charlotte, N. C.
Dinan, John Armstrong—Jun., An. Ind.	Miami, Fla.
Dodson, John Dudley—Jun., Agri. Educ.	Burlington, N. C.
Donyes, Charles Franklin—Sen., Tex. Chem. & Dye.	Raleigh, N. C.
Drew, Graham William—Sen., Elec. Engr.	Williard, N. C.
Duffy, James Hoar—Sen., Textiles.	S. Wilmington, Conn.
Dungan, Warren Emmett—So., Nuclear Engr.	Chester, W. Va.
Dzura, Arthur Joseph—Sen., Cer. Engr.	Fiskdale, Mass.
Edwards, Arthur Thomas—So., Ind. & Rur. Rec.	Raleigh, N. C.
Edwards, Claude Richard—Sen., Ind. Arts Educ.	Mt. Airy, N. C.
Elam, Clarence Benjamin, Jr.—Sen., Civil Engr.	Mocksville, N. C.
Eldredge, Clayton Reavis—So., Nuclear Engr.	San Angelo, Texas
Elliott, Earl Harlen—Sen., Mech. Engr.	Marion, N. C.
Engman, John Gene—Jun., Construction.	Raleigh, N. C.
Eubanks, William Scott, Jr.—Sen., Mech. Engr.	Greensboro, N. C.
Evans, Johnnie Wilton—Sen., Agri. Educ.	Boardman, N. C.
Everhart, Francis Delmar—Sen., Textiles.	Raleigh, N. C.
Faggart, Billy Eugene—Fr., Architecture.	Concord, N. C.
Fead, Charles William—Fr., Textiles.	Port Huron, Mich.
Fentress, Lewis Blake—Sen., Civil Engr.	Greensboro, N. C.
Fesperman, Clyde Covington, Jr.—Sen., Civil Engr.	Marion, N. C.
Fite, Thomas Campbell—Sen., Construction.	Charlotte, N. C.
Floyd, Neal Coleman—Sen., Ind. & Rur. Rec.	Washington, N. C.
Fly, John Dalton—Sen., Textiles.	Rocky Mount, N. C.
Foght, Paul Robbins, Jr.—Jun., Textiles.	Kenosha, Wisc.
Foss, Joseph Aldridge—Sen., Civil Engr.	Raleigh, N. C.
Foster, Clifford Thurman, Jr.—Sen., Chem. Engr.	Burlington, N. C.
Foster, James Creed—Jun., Elec. Engr.	Raleigh, N. C.
Foster, Tommy Franklin	? ? ?
Fowler, Hannibal Carl—Jun., Textiles.	Fries, Va.
Furches, Samuel Wade, Jr.—Sen., Agri. Educ.	Mocksville, N. C.
Gans, Philip—Fr., Elec. Engr.	Hendersonville, N. C.
Gardner, James Harding—Sen., Agri. Educ.	Cleveland, N. C.
Garner, Evelyn Louise Vereen (Mrs.)—Jun., Ind. & Rur. Rec.	Raleigh, N. C.
Garren, Harold Davis—So., Elec. Engr.	Andrews, N. C.
Glass, Fred Truitt—Sen., Textiles.	Sanford, N. C.
Gooding, Nathan Green, Jr.—Sen., Elec. Engr.	New Bern, N. C.
Goodrich, Ray Wilkes, Jr.—Sen., Ind. Engr.	Winston-Salem, N. C.
Gotlieb, Kenneth—Sen., Textiles.	Haddonfield, N. J.
Grant, Ernest Carter—Sen., Elec. Engr.	Windsor, N. C.
Green, James McIver—Sen., Agronomy.	Thomasville, N. C.
Griffin, Rudy Lee—Sen., Civil Engr.	Greensboro, N. C.
Griffin, William Buxton—Jun., Agronomy.	Rocky Mount, N. C.
Gupton, Stephen Thomas, Jr.—So., Plant Pathology.	Rocky Mount, N. C.
Hadlow, Robert Edward—Jun., Mech. Engr.	Rocky Mount, N. C.
Hagwood, Charlie Edward—So., Civil Engr.	Louisburg, N. C.
Haigler, William Wayne—Fr., Construction.	Lenoir, N. C.
Hardee, Joseph Earlton—Sen., Civil Engr.	Enfield, N. C.
Harper, Ruble Henry—Sen., Mech. Engr.	Haw River, N. C.
Harrell, Brode Horest—Sen., Agri. Educ.	Raleigh, N. C.
Harris, Frank Alexander—Sen., An. Ind.	Henderson, N. C.
Harris, Henry Grady, Jr.—Jun., Forest Mgt.	Louisburg, N. C.
Hartsaw, David Randolph—Fr., Forestry.	Holden, W. Va.
Harvin, Glenn Beckham, Jr.—Fr., Elec. Engr.	Raleigh, N. C.
Hassinger, James Robert—Jun., Mech. Engr.	Raleigh, N. C.
Hatch, James Royce—Sen., Civil Engr.	Mt. Olive, N. C.
Hawkins, George Winfred—Jun., Agronomy.	Raleigh, N. C.
Hayes, William Hayden—Sen., Textiles.	Granite Falls, N. C.
Hayward, Robert DeBerry—So., An. Ind.	Mt. Gilead, N. C.
Hedgepeth, Elbert Nelson, Jr.—Fr., H. & A. Cond.	Rocky Mount, N. C.
Heim, Joel Norman—Jun., Textiles.	New York, N. Y.
Henderson, Alton Clay—So., Mech. Engr.	Portsmouth, Va.
Henderson, Andrew Robinson, Jr.—Sen., Agri. Educ.	Huntersville, N. C.
Herther, John Clarence—So., Mech. Engr.	Fayetteville, N. C.
Hewett, Major Worth—Jun., Elec. Engr.	Wilmington, N. C.
Hicks, Harold Albert, Jr.—Sen., Ind. Engr.	Asheville, N. C.
Hilton, James Gardner—Fr., Agriculture.	Raleigh, N. C.
Hoke, Fred Ritchie—Sen., Civil Engr.	Granite Quarry, N. C.
Hollowell, Edward Thomas—Sen., Agri. Educ.	Woodland, N. C.
Holt, William de Rossett, Jr.—Sen., Textiles.	Fayetteville, N. C.
Hood, Edward E., Jr.—Jun., Nuclear Engr.	Boonville, N. C.
Howe, Charles Shaffer—Fr., Forestry.	Norfolk, Va.
Hubbard, Billie Charles—So., An. Ind.	Pascagoula, Miss.
Huffman, Preston Cromwell—Jun., Textiles.	Hickory, N. C.
Huffman, Roy Adrian—Sen., Civil Engr.	Newton, N. C.
Imrie, Donald Banks—Jun., Tex. Chem. & Dye.	Quebec, Canada

Name and Classification	Home Address
Ingram, William McGee—Sen., Civil Engr.	Kenansville, N. C.
Irvin, Henry Stuart—Jun., Architecture	Aiken, S. C.
Jackson, Roger Lee—Fr., Architecture	Winston-Salem, N. C.
Jackson, Thomas Andrew—Sen., Mech. Engr., H. & A. C. Opt.	Raleigh, N. C.
Jarrett, Charles Andrew—Sen., Chem. Engr.	Toecane, N. C.
Jenkins, Jean McKenzie—Sen., Architecture	Norfolk, Va.
Johansen, Ragner William—Sen., Forest Mgt.	Lincoln Park, Mich.
Johnson, Albert Sidney, Jr.—Sen., Mech. Engr.	Shawnee, Okla.
Johnson, Garnette Tabor—Sen., Agri. Educ.	Fayetteville, N. C.
Johnson, George Oscar, Jr.—Sen., Elec. Engr.	Bloomfield, Conn.
Jones, Arthur Lee—Sen., Civil Engr.	Cantonsville, Md.
Jones, Carroll William—Sen., Agronomy	Columbia, N. C.
Jones, Frederick Bascomb—So., Chem. Engr.	Hendersonville, N. C.
Jones, Johnie Hooper—So., Construction	Charlotte, N. C.
Jones, Samuel Hubert—Sen., Civil Engr.	Cerro Gordo, N. C.
Jordan, Robert Byrd, III—Fr., Forestry	Mt. Gilead, N. C.
Kaplan, William Leonard—Fr., Architecture	Raleigh, N. C.
Karst, William Bleckley—Sen., Ind. Engr.	Greenville, S. C.
Katzin, Jerry Howard—Fr., Civil Engr.	Winston-Salem, N. C.
Kelly, Harvey Neale—Sen., Mech. Engr., Aero. Opt.	Wadesboro, N. C.
Kemper, Richard Barrett—Sen., Mech. Engr., Aero Opt.	Shelby, N. C.
King, Charles Sylvester—So., Elec. Engr.	Statesville, N. C.
Kinser, Robert Carney—Jun., Mech. Engr.	Asheville, N. C.
Kirk, Eugene Wilson—So., Mech. Engr.	Aberdeen, N. C.
Koonce, Zachary Taylor, Jr.—Jun., Ind. Arts Educ.	Washington, N. C.
Kuller, Benjamin Clarke—Sen., Ind. Engr.	Margarita, C. Z.
Lancaster, George Warren, Jr.—Sen., Agri. Educ.	Raleigh, N. C.
Landreth, Fred Joseph—Fr., Dairy Mfg.	Winston-Salem, N. C.
Lane, Edward Benson, Jr.—So., Forest Mgt.	Morganton, N. C.
Lange, George Frederick—Sen., An. Ind.	Raleigh, N. C.
Larrison, Fay Eugene—Sen., Tex. Chem. & Dye	Raleigh, N. C.
Lasnick, Julius—Sen., Textiles	Morristown, Tenn.
Lattimore, Marion Everette—Jun., Chem. Engr.	Ellenboro, N. C.
Laughter, Fred Hannon—So., Elec. Engr.	Horse Shoe, N. C.
Leaman, Richard Pleam—Sen., Architecture	Lancaster, Penn.
Lee, Elizabeth Bobbitt—Sen., Architecture	Lumberton, N. C.
LeGrand, Charles Aycock—Sen., Ind. Engr.	Hamlet, N. C.
Leighty, Hugh—Sen., Mech. Engr.	Elkins, W. Va.
LeRoy, John Henry, III—Jun., Mech. Engr.	Elizabeth City, N. C.
Lewis, David—So., Elec. Engr.	Rutherfordton, N. C.
Lindley, James Alfred—So., An. Ind.	Siler City, N. C.
Lindsay, Donald Edwin—So., Elec. Engr.	Rocky Mount, N. C.
Long, Edward Styers—Jun., Elec. Engr.	Germanton, N. C.
Love, Pender Linville, Jr.—Sen., Mech. Engr.	Winston-Salem, N. C.
Lumley, Robert Miller—Fr., Elec. Engr.	Winston-Salem, N. C.
Lylerly, Albert Malcolm—Sen., Civil Engr.	Newton, N. C.
McAlister, Ralph Monroe—Sen., Ind. Engr.	Greer, S. C.
McCollum, Robert Edmund—Sen., Agronomy	Reidsville, N. C.
McCracken, David Eldridge—Sen., Agri. Educ.	Waynesville, N. C.
McCracken, Jack Graham—Sen., Mech. Engr., Aero. Opt.	Winston-Salem, N. C.
McCulloch, Norman Bowman, Jr.—Jun., Wild. Cons. & Mgt.	Raleigh, N. C.
McKeel, James Thomas, Jr.—Sen., Elec. Engr.	Washington, N. C.
McKenzie, Murphy Grady, Jr.—Jun., Agri. Educ.	Lumberton, N. C.
McKneely, Arthur Nelson—Sen., Ind. Arts Educ.	Durham, N. C.
McLain, Charles Isaac—Jun., Mech. Engr.	Statesville, N. C.
McLain, James Howard, Jr.—Sen., Elec. Engr.	Charlotte, N. C.
McMurray, Birch Lee—So., Agronomy	Rutherfordton, N. C.
McPherson, Thomas Richmond—Sen., An. Ind.	Mebane, N. C.
McQuay, Edgar Eugene—Sen., Elec. Engr.	Charlotte, N. C.
Mades, Elmer Henry—Jun., Ind. Arts Educ.	Woodbridge, N. J.
Mancilla, Victor Alfredo—Jun., Tex. Chem. & Dye.	Chiguayante, Chile
Mann, Gerald Davis—Jun., Mech. Engr.	Newport, N. C.
Maples, Hughie Martin, Jr.—Sen., Chem. Engr.	Wadesboro, N. C.
Maroof, Ridha Said—Sen., Agronomy	Sulaimanyah, Iraq
Marshman, Charles Don—Sen., Ind. Engr.	Birmingham, N. C.
Martin, James Gary, Jr.—Sen., Ind. & Rur. Rec.	Spartanburg, S. C.
Martin, William Arthur—Sen., Ind. Educ.	Hampton, Va.
Martin, William Royall, Jr.—Sen., Tex. Chem. & Dye.	Cary, N. C.
Mason, William Donald—Sen., Engr.-Gen. (M.E.)	Princeton, N. C.
Matalas, Nicholas Constantinos—Jun., Civil Engr.	Henderson, N. C.
Matney, David Earl, Jr.—Sen, Rur. Soc.	Volney, Va.
Mauney, John Roberts, Jr.—Sen., Tex. Chem. & Dye.	Shelby, N. C.
Maxwell, Walter Glenn—Jun., Agronomy	Raeford, N. C.
Mayo, Alton Parker—Sen., Mech. Engr., Aero. Opt.	Greenville, N. C.
Mayo, Robert Glenn, Jr.—So., Nuclear Engr.	Rocky Mount, N. C.
Mehta, Suresh Jivanlal—Jun., Ind. Engr.	Bombay, India
Meletiou, Demetrios S.—So., Mech. Engr.	Greensboro, N. C.
Mercer, Robert Jack—Sen., Agri. Educ.	Bolivia, N. C.
Merrill, Kenneth Arnold—Sen., Civil Engr.	Skyland, N. C.
Michal, Joseph Lewis, Jr.—So., Mech. Engr.	Waynesville, N. C.
Middleton, Charles Maxwell—Sen., Textiles	Clarkton, N. C.
Milam, James Paslay—Sen., Architecture	Durham, N. C.
Miller, Archie Rudolph—Fr., Elec. Engr.	Wildwood, N. C.
Miller, James Winston—Jun., Agronomy	Todd, N. C.

Name and Classification	Home Address
Mitchell, Charles Frederick—Sen., Textiles	Rocky Mount, N. C.
Mixon, Forest Orion, Jr.—Jun., Chem. Engr	Raleigh, N. C.
Moore, David Paul—So., Agronomy	Wallace, N. C.
Moore, John Monroe—Sen., Civil Engr	Mt. Holly, N. C.
Morgan, James Pershing—Sen., Tex. Chem. & Dye	Salisbury, N. C.
Morgan, Maxwell Lee—Sen., Textiles	Wake Forest, N. C.
Morris, Howard Franklin—Sen., Civil Engr	Greensboro, N. C.
Morton, Jere Leonard, Jr.—Sen., Ind. & Rur. Rec	Raleigh, N. C.
Mueller, Ralph Max—Fr., Ind. Arts Educ	Paterson, N. J.
Murray, Frank Clayton, Jr.—Sen., Agri. Educ	Raleigh, N. C.
Mustian, Edward Louis, Jr.—Sen., Textiles	Kittrell, N. C.
Nakayama, Morris Kikuji—So., Architecture	Honolulu, T. H.
Nichols, Thomas Everette, Jr.—Sen., Agri. Educ	Raleigh, N. C.
Nicholson, Clifton Leonidas—Sen., Elec. Engr	Raleigh, N. C.
Niestlie, John William, Jr.—Jun., Elec Engr	Winston-Salem, N. C.
Noah, Joseph Watson—Sen., Ind. Engr	Greensboro, N. C.
Norman, James Martin, III—So., Chem. Engr	Leaksville, N. C.
O'Connor, Robert Edward—So., Textiles	Forest City, N. C.
Oldfield, Charles Sheldon—Sen., Nuclear Engr	Raleigh, N. C.
O'Neal, Robert Lance—Sen., Mech. Engr., Aero. Opt	Neuse, N. C.
Palmer, Warren George—Jun., Nuclear Engr	Berkeley, Calif.
Parker, William Edward—Sen., Ind. Engr	Roanoke Rapids, N. C.
Parton, Roland Ernest—Sen., Ind. Engr	Rutherfordton, N. C.
Paschal, John Raymond—Jun., Ind. & Rur. Rec	Raleigh, N. C.
Pasour, Ernest Caleb, Jr.—Fr., Agri. Educ	Bessemer City, N. C.
Patterson, Billy Frank—Jun., Textiles	Greensboro, N. C.
Patterson, William Stevenson—Jun., Agri. Engr	Stony Point, N. C.
Payet, George Louis—Jun., Tex. Chem. & Dye	E. Paterson, N. J.
Permenter, Jack Wallace—Jun., Agronomy	Wampee, S. C.
Peroni, George Paul—Sen., Forest Mgt	Norwich, Conn.
Perper, Alexander Leon—So., Textiles	Raleigh, N. C.
Pettinelli, Eugene Fedelis—Sen., Construction	Elmhurst, N. Y.
Phillips, James Edwin—Sen., Civil Engr	Fountain, N. C.
Pierson, George Harvey—Fr., Forestry	Morristown, N. J.
Pitts, Richard Eugene—So., Ind. Engr	Burlington, N. C.
Pless, Francis Lamar—Fr., Forestry	Canton, N. C.
Poovey, James Floyd—Jun., Civil Engr	Hickory, N. C.
Price, Donald Eugene—So., An. Ind. (PV)	Monroe, N. C.
Pudnos, Mortimer—Sen., Textiles	Bronx, N. Y.
Pugh, Charles Ray—Sen., Rur. Soc	Asheboro, N. C.
Putnam, Alvin Henry—Sen., Chem. Engr	Rutherfordton, N. C.
Quickel, Richard Leroy, Jr.—So., Elec. Engr	Charlotte, N. C.
Radford, Fred Hutchinson—Sen., Civil Engr	Asheville, N. C.
Randall, Robert Alton—Jun., Agri. Educ	Kings Mountain, N. C.
Raper, Charles Franklin—So., For. Mgt	Vienna, Va.
Ratliff, Clynton Thompson—Sen., Chem. Engr	Morven, N. C.
Ray, Robert Malcolm—Sen., Agri. Econ	Weaverville, N. C.
Renfro, Arthur Ernest—So., Wild. Cons. & Mgt	Asheville, N. C.
Rhyne, William Lowrance—Jun., Ind. Engr	Catawba, N. C.
Riedel, William Webster, Jr.—Sen., Mech. Engr	Asheville, N. C.
Robbins, Samuel Houston, Jr.—Sen., Mech. Engr., H. & A. C. Opt.	Washington, N. C.
Rodgers, Grover Tilghman, Jr.—Jun., Agronomy	Garner, N. C.
Roe, George Ryburn—Sen., Chem. Engr	Sparta, N. C.
Rogers, Charles Herman—Jun., Agri. Educ	Clarkton, N. C.
Rose, Billy—Fr., Civil Engr	Kenly, N. C.
Rowe, Forrest Nathaniel, Jr.—Fr., Chem. Engr	Weldon, N. C.
Rudsor, John Leonard—So., Elec. Engr	Fort Bragg, N. C.
Ruiter, Claude, Jr.—Sen., An. Ind	Raleigh, N. C.
Rusher, John Lewis, Jr.—Sen., Tex. Chem. & Dye	Salisbury, N. C.
Russ, Clarence Austin—Sen., Ind. Educ	Wilmington, N. C.
Russell, Freeman Lain—Sen., Geol. Engr	Albemarle, N. C.
Sample, Robert Crosby—Fr., Textiles	Greensboro, N. C.
Sawyer, Raymond Cecil—Sen., Arch. Engr	Shawboro, N. C.
Scarborough, William Tally—So., Elec. Engr	Harrisville, Miss.
Schriver, Jack Coffman—Sen., Architecture	Raleigh, N. C.
Schrum, Forrest Franklin, Jr.—Fr., Tex. Chem. & Dye	Newton, N. C.
Seabolt, Paul Clayton—Sen., Agri. Educ	Denton, N. C.
Seaman, Ernest George—Sen., Chem. Engr	Norlina, N. C.
Seifert, Rudolfo Werner—Fr., Architecture	Medellin, Colombia, S. A.
Sellers, William Talmadge—Jun., Agri. Educ	Shallotte, N. C.
Sharpe, David Womble—Jun., Civil Engr	Chapel Hill, N. C.
Shaw, Charles Milton—Sen., Elec. Engr	Florence, S. C.
Shepherd, Hugh Harold—Sen., Agri. Educ	Salisbury, N. C.
Shinn, Warren Harding—Sen., Mech. Engr., H. & A. C. Opt.	Concord, N. C.
Shore, Thomas Clinard, Jr.—Sen., Ind. Arts Educ	Rocky Mount, N. C.
Shuler, William Rex—Jun., Agronomy	Clyde, N. C.
Signoret, Joseph Albert—Sen., Textiles	Mexico City, Mexico
Silverstein, Myron Lee—Sen., Textiles	Greensboro, N. C.
Simmons, Harry Quinton—Sen., Agronomy	Newport, N. C.
Simmons, James Desmond—Jun., Civil Engr	Raleigh, N. C.
Simmons, Reddin Aston—Sen., Agri. Educ	Raleigh, N. C.
Simon, Leon Ronald—Sen., Civil Engr	New Kensington, Penn.
Singh, Prem Prakash—Sen., Textiles	Jullandar, E. P., India
Sink, Homer Alexander—Sen., An. Ind	Lexington, N. C.

HONORS AND AWARDS

AWARD: Blue Key Citizenship Award.
RECIPIENT: To be announced.
BASIS OF AWARD: To the student selected by Blue Key as the outstanding citizen at State College.
DONOR: Blue Key.

AWARD: General Education Board Graduate Scholarship.
RECIPIENT: Harvey Lindy Bumgardner, Senior, Agriculture, Kings Mountain, North Carolina.
BASIS OF AWARD: To induce more of the most able and promising college graduates to pursue academic careers and to recruit into teaching and research a number of the most able graduating seniors of southern colleges, a new scholarship program has been instituted by the General Education Board. A small number of such scholarships, paying tuition, fees, travel, and subsistence for graduate study will be awarded this year for the second time. Candidates have been chosen from a highly selected group of seniors nominated from the leading schools of the South. Selection was based on evidence of exceptional intellect, imagination, personality, and scholarship. A local committee on selection was appointed by the Chancellor, and representatives from all State College Schools were considered from these representatives, the local committee made its recommendations to the General Education Board. It is with considerable satisfaction and pride that we have learned that one of our candidates has been selected by the Board and has been awarded a scholarship in the new program. The very great number of applicants renders this a very real distinction. It is with much pleasure that we can here announce that Mr. Harvey Lindy Bumgardner of the School of Agriculture has been awarded one of the General Education Board Graduate Scholarships for the coming school year.

SCHOOL OF AGRICULTURE

AWARD: Alpha Zeta Scholarship Cup.
RECIPIENT: Joseph Ernest Currie, Jr., Sophomore, Animal Industry, Jackson Springs, N. C.
BASIS OF AWARD: To the sophomore in Agriculture who during his freshman year made the highest scholastic average.
DONOR: Alpha Zeta Honorary Fraternity.

AWARD: Alpha Zeta Scholarship Award ($100).
RECIPIENT: Johnny Kermit Atwell, Freshman, Agriculture, China Grove, N. C.
BASIS OF AWARD: To a rising sophomore in Agriculture, Agricultural Education, or Forestry, based on scholarship, character and leadership, and need.
DONOR: Alpha Zeta Fraternity.

AWARD: Agricultural Engineering Certificate of Recognition.
RECIPIENT: James William Dickens, Senior, Agricultural Engineering, Nashville, N. C.
BASIS OF AWARD: Most outstanding senior in Agricultural Engineering.
DONOR: Local branch of American Society of Agricultural Engineers.

AWARD: I. O. Schaub $100 Scholarship.
RECIPIENT: Paul Bobby Cone, Freshman, Agriculture, Middlesex, N. C.
BASIS OF AWARD: To a rising sophomore in Agriculture, Agricultural Education, or Forestry, who is in the upper one-fourth of the class, with preference to a former 4-H Club member.
DONOR: North Carolina Farm and Home Week.

AWARD: Danforth Freshman $50.00 Scholarship—to provide two weeks at American Youth Foundation Leadership Training Camp, Shelby, Michigan.
RECIPIENT: Paul McRae Wagoner, Freshman, Agriculture, Gibsonville, N. C.
BASIS OF AWARD: To an outstanding freshman enrolled in General Agriculture or Agricultural Education.
DONOR: Danforth Foundation.

AWARD: Danforth Junior Fellowship—all expenses for two weeks at Ralston Purina Company, St. Louis, Missouri, and two weeks at American Youth Foundation Leadership Training Camp, Shelby, Michigan.
RECIPIENT: Ray Preston Karriker, Junior, Animal Industry, Mooresville, N. C.
BASIS OF AWARD: To an outstanding junior in Agriculture or Agricultural Education.
DONOR: Ralston Purina Company and Danforth Foundation.

AWARD: Sears Sophomore $200.00 Scholarship.
RECIPIENT: Birch Lee McMurray, Sophomore, Agronomy, Rutherfordton, N. C.
BASIS OF AWARD: To the freshman Sears Scholarship Holder who makes the best scholastic record.
DONOR: The Sears-Roebuck Foundation.

AWARD: International Poultry Judging Contest, Chicago, Ill. Second place in entire contest and first place in Market Products Division won by N. C. State team. Highest individual record in history of contest made by member of N. C. State team.
MEMBERS OF TEAM: Harvey L. Bumgardner, William C. Chuber, Joe K. Davis, and Zane Grey Futrell—Harvey L. Bumgardner made highest individual record and was awarded a Lord Elgin Watch, three medals, and a $95 cash prize.

AWARD: Agronomy Scholarship Cup.
RECIPIENT: Thomas Jackson Sheets, Senior, Agronomy, Fairview, N. C.
BASIS OF AWARD: Senior in Agronomy with highest scholastic average.
DONOR: Plant Food Institute.

AWARD: Agronomy Leadership Cup.
RECIPIENT: Harry O. Simmons, Senior, Agronomy, Newport, N. C.
BASIS OF AWARD: Most outstanding senior in Agronomy.
DONOR: Plant Food Institute.

CONTEST: Swift Essay Contest—all expenses for trip to Chicago, Illinois, for inspection of meat-packing industry and to attend international Livestock Exposition.
RECIPIENT: Billy Ross Graham, Animal Industry, Norman, N. C.
BASIS OF AWARD: Best essay on a subject related to the meat-packing industry.
DONOR: Swift and Company.

AWARD: Gamma Sigma Epsilon Cup (Chemistry).
RECIPIENT: Henry Richard Ireland, Senior, Chemical Engineering, Greensboro, North Carolina.
BASIS OF AWARD: Senior making the best record in Chemistry (Agriculture, Engineering, or Textiles).
DONOR: Gamma Sigma Epsilon.

AWARD: Burpee $100 Horticulture Scholarship.
RECIPIENT: August John Nielsen, III, Junior, Horticulture, Edneyville, N. C.
BASIS OF AWARD: Scholarship, interest in research, and practical experience of the student.
DONOR: Mr. David Burpee.

BASIC DIVISION

AWARD: Certificate for National Individual Ranking in Direct Clash Debating.
RECIPIENTS: Rachel F. Ammons, Senior, Education, Mars Hill, N. C.
Jose Bardavid, Senior, Textiles, Mexico City, Mexico.
Donald E. Price, Sophomore, Agriculture, Monroe, N. C.
Bruce B. Roberts, Senior, Education, Mars Hill, N. C.
BASIS OF AWARD: Fulfillment of National Ranking Requirements.
DONOR: National Directors of Direct Clash Debating.

SCHOOL OF DESIGN

AWARD: A.I.A. Gold Medal Award.
RECIPIENT: James Lewis Brandt, Senior, Architecture, Raleigh, North Carolina.
BASIS OF AWARD: Outstanding scholarship in the 1951 graduating class and professional promise and potential.
DONOR: North Carolina Chapter of the American Institute of Architects.

AWARD: Regional Prize of $250 National Association of Home Builders.
RECIPIENT: Robert William Sawyer, Senior, Architecture, Darien, Wisconsin.
BASIS OF AWARD: Design ability shown in nation wide competition on small house.
DONOR: **Architectural Forum The Magazine of BUILDING.**

AWARD: N. C. Garden Club $500 Scholarship in Landscape Architecture.
RECIPIENT: Rufus Guy Coulter, Junior, Landscape Architecture, Arden, North Carolina.
BASIS OF AWARD: Academic achievement and professional promise in the future.
DONOR: N. C. Garden Club.

SCHOOL OF EDUCATION

AWARD: Kappa Phi Kappa Scholarship Medal.
RECIPIENT: Robert Jack Mercer, Senior, Agricultural Education, Bolivia, N. C.
BASIS OF AWARD: To the graduating senior who attained the highest scholastic average and who was most outstanding in leadership activities during his residence at North Carolina State College.
DONOR: Kappa Phi Kappa Fraternity.

SCHOOL OF ENGINEERING

AWARD: School of Engineering—Gold Watch.
RECIPIENT: Charles Glenn Deese, Senior, Mechanical Engineering, Kannapolis, North Carolina.
BASIS OF AWARD: Most outstanding senior in the School of Engineering.
DONOR: North Carolina State Engineers Council.

AWARD: Ceramics—J. C. Steele Scholarship Cup (Upperclassman).
RECIPIENT: Maxwell Reid Thurman, Sophomore, Ceramic Engineering, High Point, North Carolina.
BASIS OF AWARD: Highest scholastic average above freshman level.
DONOR: J. C. Steele.

AWARD: Ceramics—Moland-Drysdale Scholarship Cup (Freshman).
RECIPIENT: David Eugene Nixon, Freshman, Ceramic Engineering, Charlotte, North Carolina.
BASIS OF AWARD: Highest scholastic average for first two terms.
DONOR: Moland-Drysdale.

AWARD: American Institute of Chemical Engineers—Certificate and lapel pin.
RECIPIENT: Rolf Kaufman, Junior, Chemical Engineering, Waynesville, North Carolina.
BASIS OF AWARD: A member of the junior class with the highest average for freshman and sophomore years.
DONOR: American Institute of Chemical Engineers.

AWARD: Chi Epsilon—Civil Engineering Handbook.
RECIPIENT: Donald Hasbrouck Kline, Sophomore, Civil Engineering, Asheville, North Carolina.
BASIS OF AWARD: Sophomore having highest scholarship attained by at least four terms in residence.
DONOR: Chi Epsilon, National Civil Engineering Honorary Fraternity.

AWARD: ETA KAPPA NU—Electrical Engineering Handbook.
RECIPIENT: Arland Lee MacKinney, Sophomore, Electrical Engineering, Hendersonville, North Carolina.
BASIS OF AWARD: Sophomore having the best combination of scholarship and ability to get along with others.
DONOR: Eta Kappa Nu, Electrical Engineering Honorary Fraternity.

AWARD: American Institute of Electrical Engineers—Certificate and all expense trip to Miami, Florida to present paper in competition at the District Student Branch Convention.
RECIPIENT: William David Windley, Senior, Electrical Engineering, Pinetown, North Carolina.
BASIS OF AWARD: First prize on written and oral presentation of an original paper, "Photo-electric Congestion Indicator."
DONOR: American Institute of Electrical Engineers (North Carolina State Student Branch).

AWARD: Geology—Hastings Triplet Folding Hand Lens.
RECIPIENT: Raymond King Robbins, Senior, Geological Engineering, Concord, North Carolina.
BASIS OF AWARD: Scholarship and general leadership in his chosen field of Geology.
DONOR: Department of Geology, North Carolina State College.

AWARD: Pi Tau Sigma—Marks Handbook.
RECIPIENT: Alfredo Torres Cifuentes, Sophomore, Mechanical Engineering, Yaguaramas, Cuba.
BASIS OF AWARD: A member of the sophomore class in Mechanical Engineering with the highest scholastic average during his freshman year and first two terms of Sophomore year.
DONOR: Pi Tau Sigma.

AWARD: Tau Beta Pi Cup.
RECIPIENT: Donald Edward Hostetler, Junior, Nuclear Engineering, Raleigh, North Carolina.
BASIS OF AWARD: The junior engineer having the highest scholastic average through the sophomore year.
DONOR: Tau Beta Pi.

Name and Classification	Home Address
Mitchell, Charles Frederick—Sen., Textiles	Rocky Mount, N. C.
Mixon, Forest Orion, Jr.—Jun., Chem. Engr.	Raleigh, N. C.
Moore, David Paul—So., Agronomy	Wallace, N. C.
Moore, John Monroe—Sen., Civil Engr.	Mt. Holly, N. C.
Morgan, James Pershing—Sen., Tex. Chem. & Dye	Salisbury, N. C.
Morgan, Maxwell Lee—Sen., Textiles	Wake Forest, N. C.
Morris, Howard Franklin—Sen., Civil Engr.	Greensboro, N. C.
Morton, Jere Leonard, Jr.—Sen., Ind. & Rur. Rec.	Raleigh, N. C.
Mueller, Ralph Max—Fr., Ind. Arts Educ.	Paterson, N. J.
Murray, Frank Clayton, Jr.—Sen., Agri. Educ.	Raleigh, N. C.
Mustian, Edward Louis, Jr.—Sen., Textiles	Kittrell, N. C.
Nakayama, Morris Kikuji—So., Architecture	Honolulu, T. H.
Nichols, Thomas Everette, Jr.—Sen., Agri. Educ.	Raleigh, N. C.
Nicholson, Clifton Leonidas—Sen., Elec. Engr.	Raleigh, N. C.
Niestlie, John William, Jr.—Jun., Elec Engr.	Winston-Salem, N. C.
Noah, Joseph Watson—Sen., Ind. Engr.	Greensboro, N. C.
Norman, James Martin, III—So., Chem. Engr.	Leaksville, N. C.
O'Connor, Robert Edward—So., Textiles	Forest City, N. C.
Oldfield, Charles Sheldon—Sen., Nuclear Engr.	Raleigh, N. C.
O'Neal, Robert Lance—Sen., Mech. Engr., Aero. Opt.	Neuse, N. C.
Palmer, Warren George—Jun., Nuclear Engr.	Berkeley, Calif.
Parker, William Edward—Sen., Ind. Engr.	Roanoke Rapids, N. C.
Parton, Roland Ernest—Sen., Ind. Engr.	Rutherfordton, N. C.
Paschal, John Raymond—Jun., Ind. & Rur. Rec.	Raleigh, N. C.
Pasour, Ernest Caleb, Jr.—Fr., Agri. Educ.	Bessemer City, N. C.
Patterson, Billy Frank—Jun., Textiles	Greensboro, N. C.
Patterson, William Stevenson—Jun., Agri. Engr.	Stony Point, N. C.
Payet, George Louis—Jun., Tex. Chem. & Dye	E. Paterson, N. J.
Permenter, Jack Wallace—Jun., Agronomy	Wampee, S. C.
Peroni, George Paul—Sen., Forest Mgt.	Norwich, Conn.
Perper, Alexander Leon—So., Textiles	Raleigh, N. C.
Pettinelli, Eugene Fedelis—Sen., Construction	Elmhurst, N. Y.
Phillips, James Edwin—Sen., Civil Engr.	Fountain, N. C.
Pierson, George Harvey—Fr., Forestry	Morristown, N. J.
Pitts, Richard Eugene—So., Ind. Engr.	Burlington, N. C.
Pless, Francis Lamar—Fr., Forestry	Canton, N. C.
Poovey, James Floyd—Jun., Civil Engr.	Hickory, N. C.
Price, Donald Eugene—So., An. Ind. (PV)	Monroe, N. C.
Pudnos, Mortimer—Sen., Textiles	Bronx, N. Y.
Pugh, Charles Ray—Sen., Rur. Soc.	Asheboro, N. C.
Putnam, Alvin Henry—Sen., Chem. Engr.	Rutherfordton, N. C.
Quickel, Richard Leroy, Jr.—So., Elec. Engr.	Charlotte, N. C.
Radford, Fred Hutchinson—Sen., Civil Engr.	Asheville, N. C.
Randall, Robert Alton—Jun., Agri. Educ.	Kings Mountain, N. C.
Raper, Charles Franklin—So., For. Mgt.	Vienna, Va.
Ratliff, Clynton Thompson—Sen., Chem. Engr.	Morven, N. C.
Ray, Robert Malcolm—Sen., Agri. Econ.	Weaverville, N. C.
Renfro, Arthur Ernest—So., Wild. Cons. & Mgt.	Asheville, N. C.
Rhyne, William Lowrance—Jun., Ind. Engr.	Catawba, N. C.
Riedel, William Webster, Jr.—Sen., Mech. Engr.	Asheville, N. C.
Robbins, Samuel Houston, Jr.—Sen., Mech. Engr., H. & A. C. Opt.	Washington, N. C.
Rodgers, Grover Tilghman, Jr.—Jun., Agronomy	Garner, N. C.
Roe, George Ryburn—Sen., Chem. Engr.	Sparta, N. C.
Rogers, Charles Herman—Jun., Agri. Educ.	Clarkton, N. C.
Rose, Billy—Fr., Civil Engr.	Kenly, N. C.
Rowe, Forrest Nathaniel, Jr.—Fr., Chem. Engr.	Weldon, N. C.
Rudsor, John Leonard—So., Elec. Engr.	Fort Bragg, N. C.
Ruiter, Claude, Jr.—Sen., An. Ind.	Raleigh, N. C.
Rusher, John Lewis, Jr.—Sen., Tex. Chem. & Dye	Salisbury, N. C.
Russ, Clarence Austin—Sen., Ind. Educ.	Wilmington, N. C.
Russell, Freeman Lain—Sen., Geol. Engr.	Albemarle, N. C.
Sample, Robert Crosby—Fr., Textiles	Greensboro, N. C.
Sawyer, Raymond Cecil—Sen., Arch. Engr.	Shawboro, N. C.
Scarborough, William Tally—So., Elec. Engr.	Harrisville, Miss.
Schriver, Jack Coffman—Sen., Architecture	Raleigh, N. C.
Schrum, Forrest Franklin, Jr.—Fr., Tex. Chem. & Dye	Newton, N. C.
Seabolt, Paul Clayton—Sen., Agri. Educ.	Denton, N. C.
Seaman, Ernest George—Sen., Chem. Engr.	Norlina, N. C.
Seifert, Rudolfo Werner—Fr., Architecture	Medellin, Colombia, S. A.
Sellers, William Talmadge—Jun., Agri. Educ.	Shallotte, N. C.
Sharpe, David Womble—Jun., Civil Engr.	Chapel Hill, N. C.
Shaw, Charles Milton—Sen., Elec. Engr.	Florence, S. C.
Shepherd, Hugh Harold—Sen., Agri. Educ.	Salisbury, N. C.
Shinn, Warren Harding—Sen., Mech. Engr., H. & A. C. Opt.	Concord, N. C.
Shore, Thomas Clinard, Jr.—Sen., Ind. Arts Educ.	Rocky Mount, N. C.
Shuler, William Rex—Jun., Agronomy	Clyde, N. C.
Signoret, Joseph Albert—Sen., Textiles	Mexico City, Mexico
Silverstein, Myron Lee—Sen., Textiles	Greensboro, N. C.
Simmons, Harry Quinton—Sen., Agronomy	Newport, N. C.
Simmons, James Desmond—Jun., Civil Engr.	Raleigh, N. C.
Simmons, Reddin Aston—Sen., Agri. Educ.	Raleigh, N. C.
Simon, Leon Ronald—Sen., Civil Engr.	New Kensington, Penn.
Singh, Prem Prakash—Sen., Textiles	Jullandar, E. P., India
Sink, Homer Alexander—Sen., An. Ind.	Lexington, N. C.

Name and Classification	Home Address
Smathers, Paul Eugene—Jun., Ind. Engr.	Canton, N. C.
Smiley, Frank Ray—Sen., Civil Engr.	Wilson, N. C.
Smith, Edward Ray—Sen., Wild. Cons. & Mgt.	Avon, N. J.
Smith, George Wallace, Jr.—Jun., Elec. Engr.	Raleigh, N. C.
Smith, Hugh Fairfield, Jr.—Fr., Agri.	Raleigh, N. C.
Smith, John Frederick—Fr., Ind. Engr.	Kinston, N. C.
Smith, Robert Weldon—Sen., Civil Engr.	Hamlet, N. C.
Smith, Roy Leon—Sen., Civil Engr.	Red Springs, N. C.
Smith, Roy Wayne, Jr.—Sen., Ind. Engr.	Vancouver, Wash.
Smyre, Harold Eugene—So., Architecture	Hickory, N. C.
Sokol, Burton Leonard—Jun., Textiles	Detroit, Mich.
Sox, Thomas Everette—Sen., Elec. Engr.	Hickory, N. C.
Sparger, Randall Worth, Jr.—Jun., Furn. Mfg. & Mgt.	Mt. Airy, N. C.
Speegle, Charles Martin—Fr., Agri. (PV)	Fayetteville, N. C.
Spencer, Donald Irving—Sen., Textiles	Greensboro, N. C.
Spivey, John Frank, Jr.—Sen., Lum. Prod. Mdsg.	Raleigh, N. C.
Stanfield, David Walter—Sen., Agronomy	Raleigh, N. C.
Steele, John Edward—Fr., Mech. Engr.	Indiana, Penn.
Steiner, George Leopold—Sen., Textiles	Kew Gardens, N. Y.
Stewart, John Bruton—Sen., Elec. Engr.	Fayetteville, N. C.
Stewart, John Edward—Fr., Civil Engr.	Winston-Salem, N. C.
Stewart, Overton Copeland, Jr.—Sen., Agri. Educ.	Clifty, Tenn.
Stillwell, Charles Beecher—So., Elec. Engr.	Sylva, N. C.
Stines, Billy Junior—Fr., Agric.	Dallas, N. C.
Stinson, Walter Thomas—So., An. Ind.	Boonville, N. C.
Stout, Ralph Dee, Jr.—Sen., Civil Engr.	Greensboro, N. C.
Strickland, Elton Farley—Sen., Agri. Educ.	Tabor City, N. C.
Swaim, John Henry—Sen., Civil Engr.	Greensboro, N. C.
Swain, Francis Herbert, Jr.—Jun., An. Ind.	Southport, N. C.
Szal, Edward Francis—So., Textiles	Raleigh, N. C.
Taylor, Frank Donnell—Fr., Agri.	Faison, N. C.
Taylor, Fred Murphey, Jr.—Jun., Architecture	Kinston, N. C.
Taylor, Henry Anderson—Sen., Civil Engr.	Raleigh, N. C.
Taylor, William Patrick—Fr., Civil Engr.	Goldsboro, N. C.
Tesh, John Wade—Sen., Chem. Engr.	Pomona, N. C.
Thomas, Robin—Sen., Ind. & Rur. Rec.	Raleigh, N. C.
Thomason, Shelton William—Sen., Heat. & Air Cond.	Hickory, N. C.
Thompson, James Robert—So., Elec. Engr.	Gulfport, Miss.
Thompson, William Smith—Fr., Agri. Engr.	Goldsboro, N. C.
Thurman, Maxwell Reid—So., Cer. Engr.	High Point, N. C.
Tolar, Albert Ernest, Jr.—Sen., Agri. Educ.	Fayetteville, N. C.
Tredik, Robert John—Jun., Civil Engr.	Roselle, N. J.
Trost, Herbert Arnold—Sen., Agri. Educ.	Green Forest, Ark.
Tucker, Robert Birmingham—Fr., Architecture	Monroe, N. C.
Turnage, Floyd David, Jr.—Fr., Mech. Engr.	Chapel Hill, N. C.
Tyndall, Joseph Franklin—Sen., Agri. Educ.	Raleigh, N. C.
Uribe Mejia, Hernan—Sen., Elec. Engr.	Genoa, Italy
Uzzle, William Taylor, Jr.—So., Ind. & Rur. Rec.	Raleigh, N. C.
Vance, John David—So., Geol. Engr.	Williamsport, Penn.
Van Landingham, Francis Hardy—Jun., Elec., Engr.	Greensboro, N. C.
Vannoy, James Leet—Sen., Civil Engr.	West Jefferson, N. C.
Vogedes, William, Jr.—Jun., Ind. Engr.	Raleigh, N. C.
Walker, James Baird—Fr., Mech. Engr.	Raleigh, N. C.
Walker, Lee Dudley—Jun., Textiles	Martinsville, Va.
Walker, Margaret Elizabeth—Sen., Ind. & Rur. Rec.	Raleigh, N. C.
Walker, Milan Weaver—Sen., Nuclear Engr.	Vanceboro, N. C.
Walker, Raymond Bennett—So., Agri. Engr.	Pelham, N. C.
Wall, Lawrence Austin—Sen., Mech. Engr., H. & A. C. Opt.	Guilford College, N. C.
Warlick, Charles Ervin, Jr.—Sen., Civil Engr.	Kings Mountain, N. C.
Weaver, Joseph Marvin—Jun., Nuclear Engr.	Weaverville, N. C.
Webb, Benjamin Davis—Fr., Textiles	Roanoke Rapids, N. C.
Webb, Carl Edward—Fr., Forestry	Franklin, N. C.
Wells, Howard Alonza—So., Nuclear Engr.	Winston-Salem, N. C.
White, John Weaver—Sen., Mech. Engr.	Merry Hill, N. C.
White, Robert Harold—Sen., Agri. Educ.	Bladenboro, N. C.
Wiggins, Robert Earl—Jun., Textiles	Raleigh, N. C.
Wilkins, Robert Charles—Fr., Tex. Chem. & Dye	York, Penn.
Williams, Aubrey Bruce—Fr., Agri.	Cleveland, N. C.
Williams, Oscar Davis—Sen., Civil Engr.	Raleigh, N. C.
Williams, Robert Owen, Jr.—Jun., Nuclear Engr.	Riveria Beach, Md.
Wilson, Lester Jack—Sen., Poul. Sci.	Wilmington, N. C.
Winecoff, Charles Hans—Fr., Architecture	Winston-Salem, N. C.
Wingate, Clarence Alexander, Jr.—Jun., Mech. Engr.	Charlotte, N. C.
Woo, Kuo-Chuan—So., Textiles	Hong Kong, China
Woodard, Bruce Henry—So., An. Ind.	Spring Hope, N. C.
Woodruff, Laymont Vinson—Jun., Nuclear Engr.	Raleigh, N. C.
Word, Weldon Ray—Jun., Elec. Engr.	Asheville, N. C.
Worth, Joseph Phipps—Sen., Mech. Engr.	Jefferson, N. C.
Yokeley, Ralph Waldo—Fr., Elec. Engr.	Winston-Salem, N. C.
Young, Clyle Thomas—So., An. Ind.	Carrboro, N. C.
Younts, Sanford Eugene—Jun., Agri. Educ.	Lexington, N. C.
Zimmerman, John Renkin—Sen., Agri. Educ.	Marshall, N. C.

JUN - 3 1941
NC-103

North Carolina State College of
Agriculture and Engineering
of the
University of North Carolina

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Special Courses and Conferences in

STATISTICS
And Related Fields

June 16 to July 25, 1941

SUMMER SESSION
RALEIGH, NORTH CAROLINA

SPECIAL COURSES

Professor R. A. Fisher, Sc. D., F. R. S., Galton Professor, University College, University of London, will be a Visiting Professor of Experimental-Statistics. He is well known as the foremost authority on Mathematical and Applied Statistics.

Professor G. W. Snedecor, Director of the Statistical Laboratory at Iowa State College, will give two courses in applied statistics. He is the author of the widely used textbook "Statistical Methods" which is based on more than 20 years of teaching and professional practice.

Professor Gertrude M. Cox, head of the recently established department of Experimental-Statistics, will offer a beginning and an advanced course in "Design of Experiments."

The staff members and visiting statisticians will be available for individual conferences during this statistical summer session.

SCHEDULE OF COURSES

Stat. s 571	Mathematical Statistics		Daily 9:00
	Mr. Fisher	3 credits	
Stat. s 581	Seminar		Tu. Th. 4:00
	Mr. Fisher and staff	1 credit	
Stat. s 412	Experimental-Statistics		Daily 8:00
	Mr. Snedecor	3 credits	
Stat. s 413	Experimental-Statistics		Daily 11:00
	Mr. Snedecor	3 credits	
Stat. s 431	Design of Experiments		Daily 8:00
	Miss Cox	3 credits	
Stat. s 542	Experimental Designs		Daily 10:00
	Miss Cox	3 credits	

CONFERENCES

Three one-week conferences are being planned for those who wish to have some contact with the assembled statisticians but cannot attend the regular six weeks' courses. These conferences are being held for the purpose of aiding research workers with some of the more pressing experimental problems.

The general plan is to have the program and discussion for each week centered about certain major fields of interest, as follows:

June 23-27. Agricultural Economics and Rural Sociology:

At this conference consideration will be given to planning projects and to methods of sampling, collecting and analyzing economic and social data.

July 7-11. Biological and Nutritional Problems:

The attention of this group will be directed towards the discussion of such problems as the design and interpretation of feeding experiments, biological vitamin assays, dosage-mortality curves and probits, animal breeding and sampling, particularly as applied to insect populations.

July 14-18. Agronomic and Horticultural Problems:

At this conference some of the Southeastern field and greenhouse experiments will be considered. The discussions will be concerned with some of the problems of forestry, fertility and rotation trials, variety and strain tests. Particular attention is to be given to pasture problems on July 17 and 18. The Southern Pasture and Forage Crop Conference will be held here during the following week.

Additional informal conferences will be held daily to focus attention on specific problems. The visiting statisticians and other experimental workers will be present to discuss and criticize these problems and to assist with such individual problems as may be brought in by research workers. An effort will be made to arrange for individual conferences when further consideration is desired.

IMPORTANT

A detailed description of the special courses and the programs for the three conferences will be available in a few weeks. This announcement will be mailed upon request.

Information is given below regarding the registration and expenses. There are indications that registration for the six weeks' courses will have to be limited. If so, it will be done by order of application.

FEES AND EXPENSES FOR SIX-WEEKS' PERIOD

College Fees

Registration Fee	$2.00
Entertainment and Student Activity Fee	1.00
Course Fee (for each quarter-hour of credit)	3.00
Medical Fee	1.00

There will be a late registration fee of $2.50 for all students who do not complete their registration on Monday, June 16th.

Living Expenses

Room Rent at College Dormitory—	
Single	$10.00
Double	8.00
Board at College Cafeteria (estimate)	30.00

One of the College dormitories has been reserved for our students and visitors. Provisions have been made for married couples, single men and women to stay in this dormitory. The rooms are supplied with necessary furniture. Each student may bring his own pillows and linens or arrangements can be made to secure linens from a local laundry.

For occupation of dormitory rooms for less than the six-weeks' period, the charge will be at the rate of $2.50 per week. Linens will be furnished at a small additional fee.

There will be a key deposit of 25 cents, which amount will be refunded when the key is returned.

Additional information may be secured by writing to:

MISS GERTRUDE M. COX

Department of Experimental-Statistics

North Carolina State College

Raleigh, North Carolina

JAN - 8 1948

April, 1944

Progress Report No. RS-2

FARM POPULATION CHANGES IN NORTH CAROLINA DURING 1943

By

C. Horace Hamilton
Head, Department of Rural Sociology

The North Carolina Agricultural Experiment Station
And
The Bureau of Agricultural Economics
United States Department of Agriculture, Cooperating

North Carolina Agricultural Experiment Station
L. D. Baver, Director
State College Station
Raleigh

FARM POPULATION CHANGES IN NORTH CAROLINA DURING 1943

During 1943, the farm population of North Carolina declined 32,400 persons, or approximately 2.0 per cent. On January 1, 1944 the farm population of the State was estimated at 1,548,700, as compared with 1,581,000 on January 1, 1943, and 1,656,500 on April 1, 1940. 1/ The decline of 32,400 during 1943 represents the net balance of migration, natural increase, and movement into the armed services.

28,400 Enter Armed Services. The movement of farm people into the armed services during 1943, is estimated at 28,400. However, since approximately 3,000 returned to farms from the armed services, the net loss was only 25,400. Had it not been for the deferment of necessary agricultural workers, approximately 54,300 farm youth would have entered the armed services. This estimate is based upon the fact that in 1940 North Carolina farm males eligible for the armed services represent approximately one sixty-ninth of the total of such persons in the nation. On January 1, 1944 it was estimated that 73,700 North Carolina farm people were in the armed services. Except for deferment there would likely be 70,000 to 80,000 additional farm people in the armed services.

Migration To Town and City. In spite of the heavy loss to the armed services, the farms of the State lost 27,800 people net during the year by migration to and from towns and cities. The total migration from farms to towns and cities was 54,000 but 26,200 migrated to farms from towns and cities.

Other Farm Migration. In addition to the above losses, North Carolina lost about 12,200 by inter-state farm to farm migration. This is hardly enough to be considered significant. It represents the balance of 106,000 moving from farms to other farms and 93,800 moving from other farms to farms. The total farm population loss by civilian and military migration during 1943 was 65,400, which is more than twice, and possibly three tires, the average civilian migration during the past two decades. The net migration from North Carolina farms between 1920 and 1930 was about 25,000; and between 1930 and 1940 about 20,000.

Seasonal Movement. The loss of approximately 65,400 farm persons by migration was not evenly distributed over the whole of 1943. During the first five months of the year the net loss was only 11,800 as compared with 53,600 for the last seven months. Thus, over 80 per cent of the movement from farms took place between June 1, 1943 and January 1, 1944. This seasonal variation is due largely to differences in both farm to farm and farm to city migration. In the first five months there was an actual gain of about 8,000 persons shown in the farm to farm movement whereas there was a net loss of 19,800 during the latter part of the year. Although only 5,200 persons were lost to towns and cities between January 1 and June 1, 22,600 people became urban dwellers after June 1, 1943.

1/ It must be remembered that not all persons living on farms receive their support from agriculture. In 1940 between a fourth and fifth of the farm people of North Carolina received their chief support from nonagricultural employment.

Higher Birthrates On Farms. During 1943, there were 45,600 births and 12,600 deaths on the farms of North Carolina which results in a natural increase of 33,000. This is abnormally high. Had it not been for the excess of births over deaths, the farm population of the state would have declined 65,400 instead of only 32,400. The birth rate in 1944 is expected to be lower.

Changing Age and Sex Composition. Because of the wartime migration, the age and sex composition of the farm population has changed a great deal since 1940. The males of draft age have decreased from 253,273 to 201,176, or 20.6 per cent. However, a more significant comparison is that between the number of males who would have been on farms in 1944 had none migrated, or 303,000 2/, and the 201,000 actually there in 1944. This shows a deficit of 102,000 males of draft age or about 28,000 more than are in the armed services.

Regional Differences. The rates of population movement show significant differences between the major regions of the State. The movement into the armed services was heaviest from the Mountain counties and lightest in the Coastal Plain. The Mountain Area with only 20 per cent of the farm population of the State supplied 28 per cent of the net population going into the armed services. Six and three-tenths per cent of the mountain farm population are now in the armed services.

The Coastal Plain and Tidewater Areas combined, which comprise 41 per cent of the State's farm population, supplied only 35 per cent of the armed service personnel. Only 4 per cent of the area's farm people are in the armed services. The movement from farms to towns and cities follows a similar pattern. The relative net loss by migration from farms to towns, cities and to the armed services was twice as great in the Mountain Areas as in the Coastal Plain and Tidewater Areas.

Summary and Conclusions. The effect of the war on farm population movements in North Carolina is great. The farm population is now 107,800 less than in 1940. Actually, however, the farms of North Carolina have contributed many more than 107,800 people to the war effort. The natural increase of the farm population has been close to 110,000 during the last four years. In other words, a reasonable estimate is that approximately 215,000 people net have been lost from North Carolina farms since 1940 through civilian and military migration. This represents a rate of migration two or three times as great as the civilian migration rate between 1920 and 1940. In the post-war period there may, of course, be a great migration back to the farms as well as a letting up of migration from farms. It is not too early to develop plans for meeting the problems which will be brought about by the expected increase in farm population.

2/ In 1940 there were 308,085 males 14-33 years of age on North Carolina farms. Since according to life tables about 98.2 per cent of these survived until 1944, the number of survivors is about 303,000.

TABLE I

FARM POPULATION MOVEMENTS IN NORTH CAROLINA
DURING 1943

	State	Mountain	Piedmont	Coastal Plain
Population: January 1,1943	1,581,100	314,700	616,400	650,000
Movement to farms	123,000	17,500	48,000	57,500
From other farms	93,800	10,600	36,100	47,100
From towns and cities	26,200	6,100	10,800	9,300
From armed services	3,000	800	1,100	1,100
Movement from farms	188,400	34,200	73,000	81,200
To other farms	106,000	12,500	38,100	55,400
To towns and cities	54,000	14,000	23,700	16,300
To armed services	28,400	7,700	11,200	9,500
Births	45,600	7,800	17,000	20,800
Deaths	12,600	2,300	4,400	5,900
Population, January 1, 1944	1,548,700	303,500	604,000	641,200
Farm to farm	-12,200	-1,900	-2,000	-8,300
Farm to city	-27,800	-7,900	-12,900	-7,000
Farm to armed services	-25,400	-6,900	-10,100	-8,400
Net migration	-65,400	-16,700	-25,000	-23,700
Natural increase	33,000	5,500	12,600	14,900
Net change in population	-32,400	-11,200	-12,400	-8,800
Farm people in armed services	73,700	19,800	28,100	25,800

TABLE II

RATES OF POPULATION CHANGE AND MOVEMENT IN NORTH CAROLINA DURING 1943.*

	State	Mountain	Piedmont	Coastal Plain
	Gross Movements			
Population: January 1, 1943	10,000	10,000	10,000	10,000
Movement to farms:	778	556	779	885
From other farms	593	337	586	725
From towns and cities	166	194	175	143
From armed services	19	25	18	17
Movement from farms	1,192	1,087	1,184	1,249
To other farms	670	397	618	852
To towns and cities	342	445	384	251
To armed services	180	245	182	146
Births	288	248	276	320
Deaths	80	73	71	91
Population: January 1, 1944	9,796	9,644	9,799	9,865
	Net Movements			
Net Loss to farms	77	60	32	128
Net Loss to towns and cities	176	251	209	108
Net Loss to armed services	161	219	164	129
Net Loss by migration	414	531	406	365
Net Gain by natural increase	209	175	204	229
Net Loss in total farm population	205	356	201	135
Farm People in armed services	466	629	456	397

* All rates based on 10,000 people.

TABLE III

SEASONAL MOVEMENTS OF FARM POPULATION IN NORTH CAROLINA, 1943

	Survey Periods		
	Jan. 1 to June 1	June 1 to Dec. 1	Jan. 1 to Dec. 1
Gross Movements			
Population: Beginning of Period	1,581,100	1,585,900	1,581,100
Movement to farms	61,000	62,000	123,000
From other farms	43,100	50,700	93,800
From villages, towns and cities	16,700	9,500	26,200
From armed services	1,200	1,800	3,000
Movement from farms	72,800	115,600	188,400
To other farms	35,500	70,500	106,000
To villages, towns and cities	21,900	32,100	54,000
To armed services	15,400	13,000	28,400
Births	22,500	23,100	45,600
Deaths	5,900	6,700	12,600
Population End of Period	1,585,900	1,548,700	1,548,700
Net Changes			
Farm to farm	7,600	-19,800	-12,200
Farm to city	-5,200	-22,600	-27,800
Farm to armed services	-14,200	-11,200	-25,400
Net migration	-11,800	-53,600	-65,400
Natural increase	16,600	16,400	33,000
Net change in population	4,800	-37,200	-32,400

TABLE IV

AGE AND SEX COMPOSITION OF THE FARM POPULATION
NORTH CAROLINA, 1940 and 1944.*

Age Groups	Number of People				Per Cent Change 1940-1944	
	Males		Females			
	1940	1944	1940	1944	Males	Females
Total	847,457	784,263	809,044	764,594	-7.46	-5.49
Under 10	201,090	215,889	196,259	210,778	7.36	7.40
10-13	86,498	71,860	82,453	52,656	-16.92	-36.14
14-17	88,752	77,590	82,247	70,156	-12.58	-14.70
18-37	253,273	201,176	241,813	229,672	-20.57	-5.02
38-44	54,614	57,147	57,124	55,289	4.64	-3.21
45-64	121,286	119,560	112,377	115,843	-1.42	3.08
65-up	41,944	41,041	36,771	30,200	-2.15	-17.87
14-64	517,925	455,473	493,561	470,960	-12.06	-4.58

* The age distribution of the 1944 farm population was obtained from a field survey of 833 farms in 11 representative counties, the results of which may be found in North Carolina Agricultural Experiment Station Bulletin Number 344. Farm Manpower Situation, by Selz C. Mayo, R. E. L. Greene, C. Horace Hamilton, and G. W. Forster.

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wards Given College Men

gs Mountain Student Wins Top Scholarship at N. C. State Here

ate College yesterday awarded op academic recognition to hun- s of its students and heard an ess by President Gordon Gray he Consolidated University of h Carolina during the college's nd annual observance of Honors Awards Day.

e exercises, held in the Wil- Neal Reynolds Coliseum, were sored by seven of the leading ous organizations and drew an ence of several hundred faculty bers and students.

his talk, President Gray praised students for their outstanding evements and told them that chief aim of the Consolidated versity is to lead North Caro- in "a balanced forward march." e appealed to the N. C. State lty and student body to add r support toward what he term- 'making the great dream for a er North Carolina come true."

resident Gray paid tribute to am C. (Bi) Friday, 1941 gradu- of the State College School of tiles and 1948 graduate of the versity's School of Law, who re- ly was appointed assistant to president in charge of alumni irs.

e described Friday as a man who rs "the first type of leadership" said that he is a leading ex- le of the type of men State ege trains.

ancellor J. W. Harrelson of e College introduced President y. Buddy Boyles, of High Point, ring arch regent of Golden in opened the program, and ene Jeffords of New York City, sident of the Inter-Dormitory ncil, presided. A program of or- music was offered by Dr. C. G. nnecke.

ulius Lasnick of Morristown, n., retiring president of Golden Chain, announced that Jeffords has been chosen as "the outstanding citizen of State College" and presented Jeffords Blue Key's Citizenship Award.

Top scholarship winner recognized during the program was Harvey L. Bumgardner of Kings Mountain, a senior in the college's School of Agriculture. Dean John W. Shirley of the college's Basic Division presented to Bumgardner a General Education Board Scholarship, second of its kind ever won by a State College student.

Bumgardner, a top-notch student, will receive a one-year period of graduate study at the University of Maryland. In addition to all his tuition, fees, and travel, he will be allowed a living expense account of $1,125 under the General Education Board Award.

Bumgardner has an "A" average at State College. He is a member of Alpha Zeta, the honorary agricultural fraternity; the Poultry Science Club; and Alpha Gamma Rho, social fraternity. He is president of the Wesley Foundation, Methodist student group at the college.

A graduate of Kings Mountain High School, Bumgardner will obtain a bachelor of science degree from State College during the commencement program on June 10. He plans to enter the University of Maryland in the fall and will work toward his Doctor of Philosophy degree there. He is the son of Mr. and Mrs. H. B. Bumgardner of Kings Mountain.

Prior to enrolling at N. C. State Bumgardner studied at the University of North Carolina in Chapel Hill, where he registered in the general college in the fall of 1945. He remained at UNC for over a year before going into the Marine Corps for two years of service. Following his service wi the Marines, he returned to UNC for two quarters and then transferred to State in March, 1949.

Winners of top honors from the college's School of Agriculture:

Alpha Zeta Scholarship Cup—Joseph Ernest Currie, Jr., Jackson Springs; Alpha Zeta Scholarship Award ($100)—Johnny Kermit Atwell, China Grove; Agricultural Engineering Certificate of Recogni- tion—James William Dickens, N. P. Karriker, Mooresville; Sears Sophomore $200 Scholarship—Birch

Pi Senior Scholarship Award—Eldon M. Estep, Lenoir.

Students honored in the School of Textiles:

National Association of Cotton Manufacturers Medal—James C. Ashworth, Seagrove; Sigma Tau Sigma Scholarship Cup—Mortimer Pudnos, New York City; Phi Psi Award—George W. Fox, Randleman; American Association of Textile Chemists and Colorists Book and One Year Association Membership—Edward A. Schlirf, Winston-Salem.

Those honored from the Division of Military Training:

American Legion Medal—Charles Glenn Deese, Kannapolis; The Major General William C. Lee Scholarship Award—Frank Addison Hargrove, Scotia, N. Y.

Honors conferred by the college chapter of Phi Kappa Phi:

Phi Kappa Phi Graduate Scholarship Award—Robert D. Lohman, Cranford, N. Y.; Senior Scholarship Award—Charles G. Deese, Kannapolis; Junior Scholarship Award—Eugene C. Sakshaug, Flascher, N. D.; Sophomore Scholarship Award—Maxwell Reid Thurman, High Point.

Among athletic awards presented:

Monogram Club Freshman Athletic Cup—Carl J. Wyles, Buffalo, N. Y.; Alumni Athletic Trophy—Victor A. Bubas, Gary, Ind.

It was announced during the program that 142 graduates will graduate from State College with high honors and that 432 will graduate with honors during the commencement program on June 10.

Coming in for their share of the honors at yesterday's exercises were the recipients of the intramural sports awards. It was reported that Becton Hall's No. 1 team took first place among the dormitories in the intramural program and that Sigma Chi fraternity won first spot among the fraternities.

THE NEWS AND OBSERVER, RALEIGH, N. C., WEDNESDAY MORNING, MAY 30, 1951.

Gray. Buddy Boyles, of High Point, retiring arch regent of Golden Chain opened the program, and Eugene Jeffords of New York City, president of the Inter-Dormitory Council, presided. A program of organ music was offered by Dr. C. G. Brennecke.

Julius Lasnick of Morristown, Tenn., retiring president of Golden

for two years of service. Following his service wi the Marines, he returned to UNC for two quarters and then transferred to State in March, 1949.

Winners of top honors from the college's School of Agriculture:

Alpha Zeta Scholarship Cup—Joseph Ernest Currie, Jr., Jackson Springs; Alpha Zeta Scholarship Award ($100)—Johnny Kermit Atwell, China Grove; Agricultural Engineering Certificate of Recognition—James William Dickens, Nashville; I. O. Schaub Scholarship ($100)—Paul Boby Cone, Middlesex.

Danforth Freshman $50 Scholarship—Paul M. Wagoner, Gibsonville; Danforth Junior Fellowship—Ray P.. Karriker, Mooresville; Sears Sophomore $200 Scholarship—Birch L. McMuray, Rutherfordton; International Poultry Judging Contest, Chicago, Ill. Second place in entire contest and first place in Market Products Division won by N. C. State team. Members of team—Harvey L. Bumgardner, William C. Chuber Joe K. Davis, and Zane Grey Futtrell.

Agronomy Scholarship Cup — Thomas J. Sheets, Fairview; Agronomy Leadership Cup — Harry Q. Simmons, Newport; Swift Essay Contest Winner—Bill Ross Graham; Gamma Sigma Epsilon Cup (Chemistry)—Henry R. Ireland, Greensboro; Burpee $100 Scholarship—August John Nielson, Edneyville.

Top winners from the Basic Division of the college:

Certificate for National Individual Ranking in Direct Clash Debating—Rachel F. Ammons, Mars Hill; Jose Bardavid, Mexico City; Donald E. Price, Monroe; Bruce B. Roberts, Mars Hill.

Those honored from the School of Design:

American Institute of Architects Gold Medal—James L. Brandt, Raleigh; Regional Prize of $250 National Association of Home Builders—Robert W. Sawyer, Darien, Wis.; North Carolina Garden Club $500 Scholarship in Landscape Architecture—Rufus G. Coulter, Arden.

Honor recipient from the School of Education:

Kappa Phi Kappa Scholarship Medal—Robert J. Mercer, Bolivia.

Winners from the School of Engineering:

School of Engineering Gold Watch —Charles Glenn Deese, Kannapolis, J. C. Steele Scholarship cup (ceramics upperclassman)—Maxwell Reid Thurman, High Point; Moland-Drysdale Scholarship Cup (ceramics freshman)—David Eugene Nixon, Charlotte; American Institute of Chemical Engineers Certificate and Lapel Pin—Rolf Kaufman, Waynesville; Chi Epsilon Civil Engineering Handbook—Donald H. Kline, Asheville.

Eta Kappa Nu Electrical Engineering Handbook—Arland L. Mac Kinney, Hendersonville; American Institute of Electrical Engineers Certificate—William D. Windley, Pinetown; Hastings Triplet Folding Lens, Geology Award—Raymond K. Robbins, Concord; Pi Tau Sigma Marks Handbook—Alfredo T. Cifuentes, Yaguaramas, Cuba; Tau Beta Pi Cut—William M. Munn, Bishopville, S. C.; American Society of Mechanical Engineers Certificate—William M. Munn.

Awards offered to students in the School of Forestry:

The Hulda Johnston Cox Forestry $500 Scholarship—Joseph B. Reid, Washington, Va. Xi Sigma Pi Freshman Scholarship Award—Percy Lee Hardy, Jr., Mineral, Va.; Xi Sigma

the fraternities.

Awards, Honors Day Observed At Sta

Top Students Are Recognized Before 4,000 In The Coliseum

Hundreds of North Carolina State College students were awarded the institution's highest academic recognition during the annual Honors and Awards Day program in the William Neal Reynolds Coliseum at the college Tuesday morning.

President Gordon Gray of the Consolidated University of North Carolina and Chancellor J. W. Harrelson of State College both lauded the top-ranking students in formal addresses. President Gray was introduced by Chancellor Harrelson.

The college's entire faculty and student body — an audience of approximately 4,000 persons —attended the exercises. Eugene Jeffords of New York, president of the Inter - Dormitory Council and an honorary member of Golden Chain, presided over the program.

Sponsoring organizations for the event included Golden Chain, senior honor society; Phi Kappa Phi, honorary scholastic society; Alpha Zeta, honorary agricultural fraternity; Kappa Phi Kappa, honorary education fraternity; Sigma Tau Sigma, honorary textile fraternity; Tau Beta Pi, honorary engineering fraternity; and Xi Sigma Pi, honorary forestry fraternity.

The Honors and Awards Day program is the principal academic event to be held at State College prior to the annual commencement exercises which will be conducted Sunday, June 10.

The Highest Award

Announcement was made during the program that Harvey Lindy Bumgardner of Kings Mountan, a senior in poultry science in State College School of Agriculture, has been awarded a General Education Board Graduate Scholarship — the second such honor ever attained by a student at N. C. State.

Bumgardner, a top - notch student, will receive a one-year period of graduate study at the University of Maryland. In addition to all his tuition, fees, and travel, he will be allowed a living expense account of $1,125 under the General Education Board Award.

He was a member of the State College poultry judging team that won second place in the Midwestern Poultry Judging Contest last winter and was the highest scoring individual competing in that contest.

He was also a member of the N. C. State poultry judging team that won first place in the Southern Intercollegiate Poultry Judging Contest, placing highest of of any other contestant in that event.

Bumgardner has an "A" average at State College. He is a member of Alpha Zeta, the honorary agricultural fraternity; the Poultry Science Club; and Alpha Gamma Rho, social fraternity. He is president of the Wesley Foundation, Methodist student group at the college.

From Kings Mountain

A graduate of Kings Mountain High School, Bumgardner will obtain a bachelor of science degree from State College during the commencement program on June 10. He plans to enter the University of Maryland in the fall and will work toward his Doctor of Philosophy degree there. He is the son of Mr. and Mrs. H. B. Bumgardner of Kings Mountain.

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(Conutinued on page 14)

Top Students Recognized

(Continued from page 16)

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Athletic Awards presented:

Monogram Club Freshman Athletic Cup — Carl J. Wyles, Buffalo, N. Y.; Alumni Athletic Trophy — Victor A. Bubas, Gary, Ind.

It was reported during the program that 142 students will graduate with high honors during the commencement exercises on June 10. Students in this group must earn two and one - half times as many credit points as credit hours for the first two terms of the school year.

COLLEGE FILE NC-12

RECEIVED
MAR 31 1917
GENERAL EDUCATION BOARD

STATE OF NORTH CAROLINA

To All whom these Presents shall come, Greeting:

Whereas Thomas Atkinson, R. S. Mason, J. Brinton Smith, J. Blount Cheshire, Albert Smedes, E. M. Forbes, A. J. DeRosset, Richard H. Smith, W. R. Cox, John Wilkes and Kemp P. Battle of the County of_____and State aforesaid, in accordance with the law, (as prescribed in sections fourteen and fifteen of chapter twenty-six of the Revised Code) have made application to be created and constituted a body politic and corporate, to be known as the St. Augustine Normal School and Collegiate Institute for the purpose of educating teachers for the colored people of the State of North Carolina and elsewhere in the United States.

Now, therefore, know ye, that I, Jonathan Worth, Governor of said state, by virtue of the power and authority in me vested by the Constitution and laws of the state, do issue these, my letters patent to the said Thos. Atkinson, R. S. Mason, J. Brinton Smith, J. Blount Cheshire, Albert Smedes, E. M. Forbes, A. J. DeRosset, Richard H. Smith, W. R. Cox, Jno. Wilkes and K. B. Battle hereby creating and constituting them and their successors a body politic and corporate under the name and style of the St. Augustine Normal School and Collegiate Institute under which name they may have succession and a common seal, sue and besued, plead and be impleaded in any court of record or before any Justice of the Peace in this state, contract and be contracted with, acquire, hold and dispose of Personal property for the benefit of the said corporation and such real estate as may be requisite for the convenient transaction of its business, to have power to pass such by-laws and regulations as may be necessa-

ry for its government, which may not be inconsistent with the constitution and law of the State and of the United States, and to have all other powers usual and necessary to such corporations; for the purposes hereinbefore set forth;

Upon the condition, however, that the said corporation shall exist only for the term of thirty years from the date hereof; and the further condition that the capital stock of the same shall not exceed the sum of_____

In Witness Whereof, His Excellency, Jonathan Worth, our Governor, Captain General and Commander-in-chief has hereto set his hand and caused the great seal of state to be affixed.

Done at the City of Raleigh, this the 19th day of July in the year of our Lord, one thousand eight hundred and sixty-seven and in the ninety second of our independence.

By the Governor Johathan Worth

Wm. H. Bagley

Private Secretary.

STATE OF NORTH CAROLINA

Office of Secretary of State,

Raleigh, 13 June, 1883.

I, William L. Saunders, Secretary of State of the State of North Carolina, do hereby certify the foregoing two sheets to be a true copy from the records of this office.

W. S. Saunders,

Secretary of State.

W. P. Batchelor, Clerk.

An Act to Extend the Charter of the St. Augustine Normal School and Collegiate Institute.

Whereas on July 19, 1867, the St. Augustine Normal School and Collegiate Institute was incorporated by letters patent issued under section 14 and 15 of chapter twenty-six, of the Revised Code of North Carolina, for promoting the education and elevation of the colored people of the United States, or some of them to continue for thirty years; And Whereas, under said letters patent the said corporation was duly organized and has since been in successful operation now, Therefore,

The General Assembly of North Carolina do enact:

Section 1. That said incorporation and organization of said company is hereby ratified and confirmed and it is hereby declared that the same is a body politic and corporate, with all the powers and franchises heretofore granted to it, and with the power to hold and own such real and personal property as may be necessary or convenient for the objects of its creation.

Section 2. That the corporate name of the said body be changed to St. Augustine's School.

Section 3. That the board of trustees shall consist of the Bishop of the Protestant Episcopal Church in the Diocese, North Carolina, and clerical and lay-members of the same.

Section 4. That the existence of said corporation is hereby extended for the period of ninety-nine years.

Section 5. That this act shall be in force from and after its ratification.

Ratified this the 20th day of February A.D. 1893.

N.C121

St. Augustine's School,

REV. A. B. HUNTER, PRINCIPAL.

X

Raleigh, N. C., Feb. 7th. 1903

Gen'l Educ. Board

FEB 9 1903

My dear Dr. Buttrick:-

The State Teachers Association of colored teachers is to meet at St. Augustine's School, Raleigh N. C. on June 9th. and to continue in session until the 18th. It is proposed to follow this meeting with a Summer Normal School for colored teachers, to begin on the 19th. and to continue until Thursday, July 3rd. The course of study as prescribed for the public schools of the State will be followed, and in addition an opportunity will be given for manual training, a room in the school having already been provided and fitted with tools for that purpose. The project has the approval of Dr. Winston, President of the A & M. College, and he promises to co-operate with this colored Summer School in arranging for some instruction in elementary principles of agriculture. The project has the approval of the Hon. J. Y. Joyner, State Superintendent of Public Instruction.

It is proposed to employ four or five teachers for the express purpose of giving drill to the teachers assembled at this Summer Normal School. The charges will be made so low as to bring it within the reach of all. $2.00 only will be charged for board during the session of the Teachers Association, and $2.50 a week during the session of the Summer Normal School.

N.C. 121

St. Augustine's School,

REV. A. B. HUNTER, PRINCIPAL.

Raleigh, N. C., ... 1902

The kindly offices of the General Education Board to the extent of $250.00 are asked for the furtherance of this project, and if this assurance can be given the Meeting will be widely advertised and arrangements made to secure railroad rates in order to make it of service to a large number of teachers.

I beg to remain with great respect,

Yours very truly,

A. B. Hunter

Principal of St. Augustine's School.

The project of a Summer Normal School for Colored Teachers of North Carolina as outlined above by Mr. Hunter has our hearty endorsement:

Geo. T. Winston, President N. C. College of A. & M. Arts.
J. J. Joyner, Supt of Public Instruction.

N.C 121

Feb. 13, 1903

Rev. A. D. Hunter

St. Augustine's School

Raleigh, N. C.

Dear sir: Your letter of Feb. 7 I find on my return from Florida. I will bring the letter to the attention of our Executive Committee at our next meeting. I regret to say however that this Board has already appropriated all the funds at present at its disposal; indeed, we have anticipated our income for fully a year. It is therefore doubtful whether we shall be able to help the noble work which you propose.

Faithfully yours

William Baldwin

N.C121

St. Augustine's School,

REV. A. B. HUNTER, PRINCIPAL.

Raleigh, N. C. ..... Feb. 16th, ... 1903.

Rec'd Gen. Ed. Bd.
FEB 18 1903

My dear Dr. Buttrick:-

I have had a conference with Dr. Mesrve of Shaw University and as he had proposed to conduct a Summer Normal School during the month of July, I have decided to give up my project for having a Summer Normal School in June to follow the meeting of the State Teachers Association of colored teachers at St. Augustine's School. I beg therefore to withdraw my request for an appropriation of $250. from the General Education Board.

Very sincerely yours,

A. B. Hunter

N. C. 121

May 5, 1908

Rev. A. B. Hunter

St. Augustine's School

Raleigh, N. C.

Dear Mr Hunter: Your letter of May 2 is at hand, and I have read it with great interest and sympathy. I regret to say however that I can only confirm the fears expressed to you in my letter of Feb. 13. The fact is our Board has exhausted the resources at present at its command and unless additional funds are placed at our disposal we cannot make further appropriations. If we had available funds I should surely consider with great seriousness your appeal.

With great respect, I am

Sincerely yours

Wallace Buttrick

N.C.121

St. Augustine's School,

REV. A. B. HUNTER, PRINCIPAL.

Raleigh, N. C., May 2nd, 1903.

Rec'd Gen. Ed. Bd.
MAY 5 1903

My dear Dr. Buttrick:-

You may remember that I wrote to you asking for an appropriation from the General Board for a Summer Normal School for colored teachers, and again wrote withdrawing the application because Dr. Meserve of Shaw University had proposed to have a Summer Normal School there. On learning that he has given up the idea for this year I have decided to provide the opportunity for them here. The State Teachers Association of colored teachers meets at St. Augustine's School on June 9th., and I propose to have the Summer Normal School to follow their Meeting from June 15th. to July 3rd. If the General Board could make me even a small appropriation for this work I would be most grateful.

The teachers will be Mr. Adkins, of Winston, Dr. Roberts of Shaw University, and Messrs Boyer and Kennedy of our own School. I expect that our Manual Training teacher here will also give the teachers some insight into his department, and as we have 110 acres here I hope to provide some training in elementary agriculture.

You will remember that I sent you a letter signed by Mr. Joyner, the State Superintendent, and Dr. Winston of the A & M. College en-

N.C. 121

St. Augustine's School,

Rev. A. B. HUNTER, Principal.

Raleigh, N. C., _____ 1903.

dorsing the proposed School. I am hoping that they will both make addresses during the session.

Very sincerely yours,

A. B. Hunter

N.C.121

RECEIVED
FEB 9 1911
GENERAL EDUCATION BOARD

ST. AUGUSTINE'S SCHOOL

REV. A. B. HUNTER, PRINCIPAL

RALEIGH, N. C. February 7, 1911

The Reverend Wallace Buttrick, D.D.,
New York City.

My dear Dr. Buttrick:-

You may remember that the Capon Spring Conference owed its existence to the Reverend Edward Abbott, D.D. of Cambridge, Mass., who during a visit through the south had seen the lack of co-operation among the different colored schools and the schools for the mountain people. His purpose was to get the heads of the schools together in order that they might confer together for the common good of their work. Out of the Capon Springs Conference came the Southern Educational Conference and indirectly the Southern Educational Board and the General Educational Board. You know better than I what inspirations these institutions have given to the work of education in the south and indeed all over the country. I rejoice greatly with you in the work that has been accomplished. Far better and larger than anything we could have dreamt of when we met together at Capon Springs in June, 1898!

But the original purpose of the Capon Springs Conference has not yet been accomplished, and I am venturing to write to you now to ask if something could not be done by the General Educational Board

ST. AUGUSTINE'S SCHOOL
REV. A. B. HUNTER, PRINCIPAL

RALEIGH, N. C.

toward unifying the work of the colored schools in the South, toward setting a higher standard and toward bringing about a spirit of cooperation among them all. You will know better than I how best to accomplish this. I can only tell you how greatly the work is needed and ask you to give it due consideration.

Very sincerely yours,

A. B. Hunter

February 10, 1911

Rev A B Hunter, Principal
St Augustine's School
Raleigh, N C

My dear Mr Hunter: Your letter of February 7 is at hand. I am much interested in what you say. It is my impression that the valuable suggestion made by you can best be taken up by the John F Slater Fund, of which Doctor Dillard is the General Agent. It might be well for you to write to Doctor James H Dillard, 571 Audubon Street, New Orleans, La about this matter.

Cordially yours

Wallace Buttrick

N.C.121

RECEIVED
JAN 17 1914
GENERAL EDUCATION BOARD

The American Church Institute for Negroes

Organized by the Board of Missions of the Protestant Episcopal Church for Educational Work among the Negroes of the South.

THE RT. REV'D DAVID H. GREER, D.D., LL. D.
PRESIDENT
416 LAFAYETTE ST., NEW YORK CITY
THE RT. REV'D EDWIN S. LINES, D.D.
VICE-PRESIDENT
MR. WILLIAM FELLOWES MORGAN
TREASURER
416 LAFAYETTE STREET
FRANCIS LYNDE STETSON, Esq.
GENERAL COUNSEL
THE REV'D SAMUEL H. BISHOP
SECRETARY AND GENERAL AGENT

ADVISORY COUNCIL

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THE REV'D REESE F. ALSOP, D.D.
THE REV'D ERNEST M. STIRES, D.D.
THE REV'D ALEXANDER MANN, D.D.
REAR-ADMIRAL A. T. MAHAN, LL.D.
GEORGE FOSTER PEABODY, LL.D.
ROBERT C. PRUYN, Esq.
HAMILTON W. MABIE, LL.D.
JAMES H. DILLARD, LL.D.
WM. C. RIVES, M.D.

Office of the General Agent, 416 Lafayette Street, New York City.
Telephone 4887 Morningside and 8655 Spring

17th January, 1914.

The Rev'd Wallace Butterick, D.D.,
17 Battery Place, New York City.

My dear Dr. Butterick:-

The Reverend Mr. Hunter, Principal of St. Augustine's School, will, in accordance with Dr. Sage's suggestion, send in an application to the General Education Board for a grant in aid of the normal work at that school. My memory is that you have blanks of application, and I wonder if you would have mailed to Mr. Hunter at this office such a blank if you are using them.

Now will you let me say to you some things from the point of view of the Institute, about which Mr. Hunter and I have been talking? I have more than once said to you that I considered the normal course at St. Augustine's in many respects better than that at Hampton, and perhaps it is well for me to say on what grounds I express that judgment.

At the Whittier School somewhere between 60 and 70 pupils divided among six grades are used especially for the practice-school work of the normal department. Two normal classes a year are graduated, and the teaching of the six grades specified is done mainly by this double group of normal seniors during the school year. The same practice, except that we had only one normal class a year, obtained at St. Augustine's when the Institute entered into relation with the school. I watched it carefully, as I have also watched the Hampton system, and made up my mind that it was a most unfortunate thing for both the senior normals and the pupils in the practice school that so many children should depend almost exclusively for the beginnings of their education upon untried and green teachers. Miss Walter thinks that her own personal supervision can keep these untried teachers straight and can make the work valuable to the children. That supervision, however, means spasmodic and rather violent interruption to the work of children and

teachers. If the teacher is going wrong, Miss Walter must take that work out of the teacher's hand for the time being, change it in the presence of the class, and re-start the class on the right track. That means that the influence of that teacher upon that class is destroyed, that the work is interrupted, and that the subject-matter must be re-gathered with all the difficulties and waste of time attending such re-gathering. Another objection is that there is not time enough in the day for Miss Walter or any such person, however capable she may be, to keep so closely in touch with the work of each grade that wrong starts shall not frequently be made and serious twists of mind and subject be repeatedly given. For example I myself heard a history lesson given by a boy who evidently knew nothing of history and not the slightest thing about teaching, which consisted of the reading by the teacher of a number of very silly extracts from Richmond Pierson Hobson. In brief the faults of such a system are lack of continuous, intelligent, and experienced teaching; lack of steady progress; violent interruption; sacrifice of the teacher's influence; serious loss of time; and a commitment of responsibility to boys and girls too young to undertake it successfully. Granted as a general principle that the way to learn how to do things is to do them, in teaching there are certain blunders that should never be made because they are irremediable in their victims and in their perpetrators. A good teacher is surely never made except by teaching, but a really good teacher ought to be so trained that he may be informed as to beginnings in order to acquire his own headway for a more illumining and more vitalizing experience.

With Mr. Hunter's consent all that system was stopped at St. Augustine's, and we engaged the best primary teachers we could. We together believe that the department in which a school's money should be most lavishly expended is the primary department. Therefore our students begin teaching only after they have had four months of observation, of criticism on their observation, and of careful instruction as to method. During the last two months the senior normals are given responsible teaching. Of course this is not satisfactory because the time is too short, but you very well know that normal work in Negro schools is as a whole unsatisfactory because our students come to us ill prepared; and we are under compulsion to graduate them sometimes earlier than their age warrants, almost always earlier than their real training and expereince warrant.

I am sending you the St. Augustine's curriculum in which you will see what our work is, and I may tell you that since the Institute's connection with the school we have increased the preparation necessary for entry into the normal department and greatly strengthened the curriculum itself, thus getting a value of considerably over one year. The change meant no graduates for one year; but our students, though it has been a disappointment and hardship to them, have loyally accepted the change; and our present class has an average age of 19 years, the requirement of the State of North Carolina being 18 years.

The verdicts upon the bettered normal work at St. Augustine's have been numerous and very significant. Mr. Joyner and Mr. Judd both declare that the St. Augustine's student graduates make the best material for teachers available to them. It is probably true that the most successful Jeanes teacher in the field to-day is a St. Augustine's graduate; and I have heard from a number of careful and close students of southern schools, including Dr. Dillard, the statement that three or four of the best teachers in the entire south are graduates from St. Augustine's School.

The ground of our appeal to the General Education Board is therefore two-fold: First, greatly bettered normal work within the present limits of money, time, and implicit contract with students; and secondly, a proposal to change entirely the status and requirements of our normal work by requiring (a.) more advanced age, (b.) much better previous training - equivalent we hope to the training suggested in the first two years of our so-called collegiate course, excepting the Latin and Greek therein specified. Later we hope to require our complete collegiate course, Latin and Greek excepted, as requirements for entry into the normal department. Our purpose in making this proposition is to train not only lower grade teachers for the common and the public schools, but teachers capable of becoming the heads of schools, Jeanes teachers, supervisors of schools, and superintendents of schools when conditions ahsll permit of Negro school superintendents. Notwithstanding the limits of our present normal course, which I can assure you is carefully worked out and carefully applied in the daily curriculum, we have one person in our senior class, who, according to the head of the department, is at present capable of assuming charge of a school.

In the last report of the Institute which I am sending you, you may note a proposition tentatively expressed respecting the future development of St. Augustine's School; and in confidence to you personally may I say that I have every moral assurance from the secretaries of the larger home-mission societies that any school which is doing conspicuously good work along any line will be exempted from denominational competition and entitled to interdenominational sympathy and support?

Again in confidence may I say to you that for more than three years I have been endeavoring to bring about this understanding among the secretaries of the denominational boards as well as among the principals of the schools. In the first instance the addition of Dr. Dillard's influence has actually brought about this promised co-operation. In the second instance other forces and personalities added to the Institute's appeal have apparently resulted in the so-called Negro Rural Schools Association which I hope will work out standards of co-operation and of efficient business and educational administration that shall both greatly better the work of the good schools and tend to eliminate unworthy schools, and hence the distressing multiplicity of appeals for all sorts of schools. I have spoken in confidence to you personally of what I claim to have been some

degree of Institute leadership in these happy results, which information I ask you to keep strictly to yourself, as it would be very silly for me to make such a boast. But your own personal friendship for me and what I may hope to be your confidence in my apprehension of the purposes of the General Board and of the value of money have led me to adduce to you such possible elements of value in the Institute's work as may strengthen the claim upon you of the school which is its most conspicuously successful school along these lines and which, apart from all connection with the Institute, has a cultural and practical tradition more than forty-five years old entitling it to stand on its own feet and make its own claim.

Another matter which seems to me to be of importance is the St. Agnes Hospital and Training School. For some years the hospital was the largest and best equipped hospital between Washington and New Orleans, and it is still one of not more than two or three.The training school for nurses is certainly the best school I know, and the number of its graduates who may be suspected of failing to justify in efficiency and in personal character their training at that school is almost infinitesimally small. Their earning power is large and their services universally accepted and approved. Into our proposed normal course we shall try to graft the pedagogical side of the nurses'training work, as into the educational work of the training school we shall try to introduce such elements of pedagogical value as may strengthen and improve that work.

We are purposing two normal courses: One along the lines laid down in the catalogue in order to keep in touch with the field as we are already related to it, only steadily to better our work; and secondly, a new course or an extended course for the objects already specified. The general elements for the extended course for special training would involve the following subjects: Further studies in the history of education; educational administration particularly adapted to rural schools; school curricula with special reference to community needs and the purposes of various public and private schools; educational psychology with particular reference to the fields in which our graduates are to work; principles of teaching; principles of religious education; education of nurses; community factors in education.

Faithfully yours,

James H. Dillard

which INSTRUCTION IS GIVEN THE PUPIL which will better qualify her to enter the regular work in the Hospital Wards.

The work in the Nurses' Home gives opportunity for practical work in Hospital Economy. Instruction is also given in cooking and sewing. Several hours each day are devoted to class work and demonstrations.

Preparatory Term

Anatomy	Bacteriology
Physiology	Dietetics
Hygiene	Bandaging
Elements of Nursing	Hospital Ethics

Junior Year

Continuation of studies of Preparatory Term

Materia Medica	Surgical Nursing
Medical Nursing	Obstetrical Nursing

Senior Year

Gynecological Nursing	Nursing of Contagious Diseases
Nursing of Children	Private Nursing

Special Talks and Lectures

Course of Instruction

FIRST GRADE

ENGLISH

Reading—Wheeler's Primer and First Year Language Reader, Reading from blackboard.

Phonetics and *Spelling*

Writing—Copying from script and print

Language—Oral reproduction of stories. Correction (oral) of grammatical errors; use of *is* and *are*, *was* and *were*, *have* and *had*; period and interrogation point; memorizing of selections.

NUMBER WORK

Reading and writing numbers; addition and subtraction of numbers to 50; measurement and comparisons; inches, feet, yards; pints, quarts; cents, five cent pieces, dimes.

HISTORY

Teaching of "Flag Salute"; historical days noted, stories of the "day" given.

HYGIENE

SECOND GRADE

ENGLISH

Reading—Second Year Language Reader, Supplementary Read

ing. Reading Script

Phonetics and *Spelling*

Writing—On blackboard and paper

Language—Review of work of First Grade; oral reproduction of stories; use of *this, that, these, those, a, an.*

Dictation

NUMBER WORK

Review of work of First Grade. Reading and writing numbers to 200. Counting to 200. Rapid work in subtraction and addition to 15. Multiplication and division tables of 2's, 3's, 4's and 5's. Days in a week, months in a year, quarts in a gallon, fourths with the month and gallon, thirds with the yard.

HISTORY

Historical days noted; lives of great men. Fables and Folk Lore Tales as literature.

HYGIENE

Further development of work of First Grade. Care of teeth, nails and hair.

THIRD GRADE

ENGLISH

Reading—Third year Language Reader. Supplementary reading; Heath's Third Reader. Reading script as well as print.

Phonetics and *Spelling.*

Writing

Language—Review of work of Second Grade; oral and written reproductions of stories; memorizing selections; use of common homonyms, as *no, know; hear, here; new, knew: sea, see.* Letter writing; filling in elliptical sentences; dictation.

NUMBER WORK

Review of work of Second Grade; Reading and writing numbers to 1,000. Counting to 1,000. Multiplication and division tables of 6's, 7's, 8's, 9's. Fractions; fifths, sixths, sevenths, eighths; dimes, dollars; quarts, pecks, bushels; dozen; months, year.

HISTORY

Historical stories given orally and Greek and Teutonic Myths read as literature.

HYGIENE

Review of work of Second Grade. (a) The need of food. (b) Care of teeth. (c) Digestion: Mastication, time of eating.

GEOGRAPHY

Home Geography—The County, the State

FOURTH GRADE

Arithmetic—Smith, Primary pp. 171—295

English

Lessons in English—Scott and Southworth, Book I

Composition
Geography
Spelling
Reading—Baker and Carpenter, Fourth Year Language Reader
Writing
Music
Drawing

Supplementary Reading—Moulton's Old Testament Bible Stories, Andrews' Seven Little Sisters.

Required Reading—Black Beauty, Fifty Famous Stories, Memorizing selections from Longfellow.

FIFTH GRADE

Arithmetic—Smith, Grammar School, pp. 1—129
English
Lessons in English—Scott and Southworth, Book I
Composition
Reading—Baker and Carpenter, Fifth Year Language Reader
Spelling
Nature Study
Geography
Music
Drawing
Writing

Supplementary Reading—American History Stories, North America

Required Reading—Stories of Great Americans for Little Americans, True Story of Washington, Memorizing selections from Whittier.

SIXTH GRADE

Arithmetic—Smith, Grammar School, pp. 129—253
English
Lessons in English—Scott and Southworth, Book II Part I
Composition
Reading—Baker and Carpenter, Sixth Year Language Reader
Spelling
Geography
Music
Drawing
Writing

Supplementary Reading—First Book in American History, The Wonderful House that Jack Has, Europe.

Required Reading—True Story of Benjamin Franklin, Indian Life, True Story of Lincoln, Memorizing Selections.

SEVENTH GRADE

First Term

Arithmetic—Smith, Grammar School, page 254
English
  Lessons in English—Scott and Southworth, Book II, Part II
  Composition
  Literature
    King of Golden River
    Christmas Carol
    Westminster Abbey and Christmas
Physiology—Human Physiology, Richie
History—North Carolina, Hill
Mechanical Drawing

Second Term

Arithmetic—Smith, Grammar School, completed
English
  Lessons in English—Scott and Southworth, Book II, Part II
  Composition
  Literature
    Snowbound
    Hiawatha
    Evangeline
United States History—Eggleston
Book-keeping—Meservey's Single Entry
Supplementary Reading—Up from Slavery, Agriculture for Beginners

EIGHTH GRADE

First Term

Algebra—Hopkins and Underwood, to Involution
United States History—Eggleston
Mechanical Drawing
English
  Lessons in English—Scott and Southworth, Book II, Part III
  English Composition—Hitchcook
  Literature
    Legend of Sleepy Hollow
    Wonder Book
    Historical Tales—Morris
    Memorizing selections

Second Term

Algebra—Hopkins and Underwood
United States History—Eggleston
Civil Government—Young
English
  Lessons in English—Scott and Southworth Book II, Part III

English Composition—Hitchcock
Selections from Longfellow and Lowell

NORMAL

FIRST YEAR

First Term

English—Work of the Collegiate Preparatory Class
English History—Niver
Algebra—Wells' Essentials
Civil Government—Young
History of Education
Geography, Methods

Second Term

English—Work of the Collegiate Preparatory Class
English History—Niver
Algebra—Wells' Essentials
Botany
Physiology, Methods
United States History, Methods

SECOND YEAR

First Term

Bible Study
Arithmetic, Methods
Grammar, Methods
Pedagogy
Practice Teaching and Criticism

Second Term

Bible Study
Social Studies
Practice Teaching and Criticism

COLLEGIATE

PREPARATORY

First Term

Algebra—Wells Essentials
English History—Niver
Civil Government—Young
Latin—Tuel and Fowler
English
English Composition—Hitchcock
Literature
Tanglewood Tales
Story of Aeneid
Story of Iliad

Second Term

Algebra—Wells' Essentials
English History—Niver
Botany
Latin—Tuell and Fowler
English
English Composition
Literature
Enoch Arden

JUNIOR YEAR

Plane Geometry—Wentworth
Physics—Millikan and Gale
Cæsar—Through Book IV—Greenough, D'Ooge and Daniel
Latin Grammar—Allen and Greenough
Latin Prose Composition—Dodge and Tuttle
Greek—First Greek Book—White
General History—Myers (Ancient)
English
Rhetoric—Herrick and Damon
Composition
Literature
Ivanhoe—Scott
Lady of the Lake—Scott
Launcelot and Elaine—Tennyson
Passing of Arthur—Tennyson
Merchant of Venice—Shakespeare
Myths of Greece and Rome—Guerber (for reference)

MIDDLE YEAR

Solid Geometry—Wentworth
Geology—Tarr
Cicero—Four orations against Cataline and Archias—Gunnison and Harley
Latin Prose based on works read
French—Bertenshaw's (beginners), Vandael's French Reader
(If sufficient number elect)
or
Greek—Anabasis, Four books—Harper and Wallace
General History—Myers (Mediæval and Modern Europe)
Economics (rural)—Carver
English
Rhetoric—Herrick and Damon
Composition
Literature
Julius Cæsar—Shakespeare
Ancient Mariner—Coleridge
Vicar of Wakefield—Goldsmith
Sesame and Lilies—Ruskin
Myths of Greece and Rome—Guerber (for reference)
Bible Study

SENIOR YEAR

Trigonometry—Wells' Essentials
Psychology—Halleck
Social Studies
Virgil—Four books—Allen and Greenough
French—Reading of L'attique du Molin—E. Zola
Le Pays de France—Foncin
Voyage autour de ma Chambre—Xavier de Maistre
Dictation, Composition
or
Greek—Iliad—Three books—Seymour,
Greek Prose Composition—Pearson
Astronomy, first term—Young, or Geography Methods
Chemistry, second term—Newell's Descriptive, or United States History, Methods
English
Composition
Argumentation
Literature—Long
Samuel Johnson—Macaulay
Conciliation with America—Burke
Minor Poems—Milton
Sir Roger de Coverly Papers
Macbeth—Shakespeare
Bible Study

COOKING

FIRST YEAR

Plain cooking, including bread, meats, vegetables and soup

SECOND YEAR

Puddings, cakes, etc.

THIRD YEAR

Salads, jellies, ices, etc.

SEWING

FIRST YEAR

The various stitches for plain sewing

SECOND YEAR

Cutting and making under garments

THIRD YEAR

Plain dressmaking

PRINTING

Book and Job Printing, Composition, Proof-reading, Presswork and Binding.

CARPENTRY

The course in carpentry is well devised and will enable a boy when he has finished it, to pursue the trade intelligently.

First Year

First Term

Reading Rule Measure, Name and use of Tools, Sawing, Squaring and Planing, Practical Work in Shop and on Grounds.

Second Term

Grinding and Filing Tools, Plain Joints, Model Sheet 1—5, Practical work in Shop and on Grounds.

Second Year

First Term

Mortising and Tenoning, Mitering and Dovetailing, Model Sheet 5—12, Practical Work in Shop and on Grounds.

Third Year

First Term

Plain Roof Framing, Plain Stair Work, Lectures on Elementary Mechanics, Practical Work on Grounds.

Second Term

Detailed Bills of Material, Simple Truss Construction, Strength of Material, Estimating.

DRAWING

We do not claim to make architects from the results of the course below, but students who finish it should be able to read any ordinary working drawing, and draw in an intelligent and detailed form any mechanical construction that comes within the limit of their sphere.

First year

First Term

Name and use of Tools, Sections, Plates 1—23

Second Term

Plain Lettering, Section Drawing, Descriptive Drawing, Plates 23—37

Second Year

First Term

Orthographic Projection, Intersection of Planes, Elevation, House Plans, Plates 37—60

Second Term

Isometric Drawing, Projection of Shades, General Details of Drawing.

BRICKLAYING

Use of tools, making mortar, laying brick, building arches and chimneys, laying tiles, plastering.

The American Church Institute for Negroes

Organized by the Board of Missions of the Protestant Episcopal Church for Educational Work among the Negroes of the South.

RECEIVED JAN 19 1914 GENERAL EDUCATION BOARD

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Office of the General Agent, 416 Lafayette Street, New York City.
Telephone 4887 Morningside and 8655 Spring

Card MWB

16th January, 1914.

Dr. E. C. Sage,
17 Battery Place,
New York City.

My dear Dr. Sage:-

Following our conversation at your office I beg to present the following facts concerning St. Augustine's School, Raleigh, North Carolina, for which Mr. Bishop and I are asking a grant to help the normal work of the school.

The school was founded in 1867, and has property valued at over $200,000 including an endowment fund of about $45,000. There are 110 acres of land, a considerable part of which is within the corporate limits of the City of Raleigh.

Raleigh is the capital of the state, is centrally situated and easily accessible to the large Negro population of the state. It is said that Raleigh in proportion to its population possesses the largest negro population of any city in the United States.

The school has always been careful in awarding its diplomas. There are now over 200 graduates whose name, address and occupation are given in the annual catalogue of the school, and a very large majority of these graduates have become teachers after leaving the school. The last catalogue of the school showed 447 pupils, 9% of whom were from other states than North Carolina. There were representatives from 15 other states.

The school is already giving a two-years normal course after the completion of the eighth grade, and half of the last year is given to actual teaching and observation in order that the graduates may have experience before beginning their work as teachers.

If the General Education Board will hear our petition

we propose to use their grant for the introduction of a higher teacher-training course, for instruction in the theory and practice of education, in school management and supervision, and in dealing with problems connected with the school and the rural community.

There are three colored normal schools in the State of North Carolina, those at Fayetteville, Elizabeth City, and Winston-Salem; but so far as we know there is no school giving the character and grade of instruction which we are proposing in the plan outlined above.

I beg to remain with great respect,

Yours very truly,

A B Hunter

NC 121

January 29, 1914

Rev Samuel H Bishop
416 Lafayette Street
New York City

My dear Mr Bishop: Your letter of January 17th, addressed to Doctor Buttrick, has been received. We have also received a letter from Principal A B Hunter. The request which Mr Hunter has submitted and about which you have written will be carefully considered in our office and in due time will be submitted to the Board for its consideration and decision. May we ask that our blank forms, so far as they relate to St Augustine's School be filled out and returned to this office at your convenience. Any additional information which you wish to submit may be forwarded.

Very truly yours

E. C. SAGE

January 30, 1914

Rev H B Hunter, Principal
St Augustine's School
Raleigh, North Carolina

My dear Mr Hunter:- Your letter of January 16 and also the letter of January 17 written by The Rev Samuel H Bishop have been received. The request which has been made regarding St Augustine's School will be carefully considered in our office and in due time will be submitted to the Board for its consideration and decision.

Very truly yours

H. C. SAGE.

N6121

June 4, 1914

Rev A B Hunter

St Augustine's School

Raleigh, N C

Dear Mr Hunter: The application of St Augustine's School was presented to the Board May 28, 1914, for its consideration. I am instructed to inform you that the Board did not find it practicable to grant your request.

Very truly yours

H. C. BAGBY

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
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REV. A. B. HUNTER, D. D.
HONORARY PRINCIPAL

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

Nc 121

RECEIVED
FEB 7 1917
GENERAL EDUCATION BOARD

RALEIGH, N.C.

February 6,1917.

Dr.Wallace Butterick,
New York City,

My dear Dr.Butterick,

St.Augustine's School,Raleigh,N.C.,will celebrate its fiftieth anniversary on January 1,1918. In connection with the anniversary,the trustees have endorsed a plan to raise a fund of $100,000 approximately $40,000 of which is to be used for needed buildings and equipment,and the remainder for endowment.

We are very anxious that the General Education Board co-operate with us in this undertaking,and I am writing to ask you to give the matter favorable consideration. Of course we shall be glad to furnish further details if they are desired.

When I was a student in the Albany Academy,where my father teaches, I remember you as a Pastor in Albany,and I also remember your son Paul,to whom I send my greetings.

Earnestly hoping that the Board will act favorably in this matter believe me,

Yours very sincerely,

Edgar H. Goold

Dr. B. out of town -
will convey greetings to Paul. (W.B.)
nice letter

February 9, 1917.

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, N.C.

My dear Sir:-

Your letter of February 6th addressed to Dr. Buttrick has been received. Dr. Buttrick is out of the city and your letter has been referred to me. It will give me pleasure to convey to Paul your greetings. As the details of the business relating to colored schools are now assigned to me, I beg to reply that the General Education Board is not making appropriations for the endowment of schools for Negroes. To a limited number of such schools the Board has made contributions for current expenses, and to a few, has made contributions for equipment. I enclose our blank forms providing for the presentation of facts regarding colored schools which we usually supply to those which make application to our Board. Of course, I cannot foretell what conclusion our Board may reach with respect to any application which is made to it in advance of its definite action, but any request which you may submit on behalf of St. Augustine's School will be carefully considered in our office, and in due time submitted to our Board for its further consideration and decision.

Very truly yours,

C. SAGE

...JOSEPH B. CHESHIRE, D.D.
...DENT BOARD OF TRUSTEES

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
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REV. A. B. HUNTER, D. D.
HONORARY PRINCIPAL

...ATIONS
21,203

NC 127

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
MAR 1917
EDUCATION BURD

RALEIGH, N.C.

Entered - W. W. B

March 1,1917.

Application Entered
Blanks Recorded
Cards Prepared

My dear Dr.Sage,

I have been holding the Report with the expectation that Dr. Butterick and Dr.Flexner would visit us on February 28th,and might wish to see it. They did not reach here however, and I am forwarding it to you.

There was also in your letter a blank calling for statistics in 1913 and 1914. I am wondering if it is essential to fill them out. We can do so if it is necessary,though it will take a good deal of time to divide up the contributions under the heads in which they are outlined.

I would ask the Board to enable us to build a much needed Academy Building which will cost about $15,000. At present we are using two floors of our Lyman Building for classrooms and the two upper floors for the boys' living quarters. We very much need increased space for our boys and also for our classrooms. A contribution of $15,000 would be a veritable God-send. Our students would also find employment in the construction of such a building.

I also spoke to you about our plan for a model farm which we estimate will cost us about $2,500 to equip. I am enclosing information about it. If we institute such a farm,the expenses of securing a competent teacher and of managing it would probably be between $600 and $1,000 a year. Would the Board feel disposed to enable us to meet

this expense if they see fit to help us to institute the farm?

As references about our work I would suggest Dr.James A.Dillard, of Charlottesville,Va.,and Dr.Jesse Jones,of the Dept. of Education in Washington,D.C.

Sincerely hoping that the Board will help us in what I consider a thoroughly useful and responsible work,believe me

Yours very sincerely,

Edgar W. Gould

March 3, 1917.

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, N.C.

My dear Sir:-

On behalf of Dr. Sage who is absent from the office, I acknowledge your letter of March 1st and thank you for returning our blank forms filled out for your school. It is necessary that we should have the statistics called for in the blank which you have not returned. These statistics should be for the years 1915, 1916, rather than 1913, 1914. This change should have been made on the blank before it was sent to you. I dislike to put you to this trouble, but this information is necessary for comparative purposes.

Very truly yours,

W. W. BRIERLEY

WWB/GMC

Chief Clerk

NC121

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT

DEPARTMENT OF RURAL ELEMENTARY SCHOOLS
L. C. BROGDEN
N. C. NEWBOLD
STATE AGENTS

April 5, 1917.

Dr. E.C. Sage,
#61 Broadway,
New York, N.Y.

My dear Dr. Sage:-

The authorities of St. Augustine's School, this city, have informed me that they are making an appeal to your Board for some financial aid.

In my judgment, St. Augustine's is among the very best schools of this class in North Carolina. Like many others, it needs additions and broadening, and raising its courses of study. I have visited this school several times and on each occasion have been impressed with the earnestness and sincerity of purpose which seems to me to dominate the faculty and student body.

The school has a good normal course and it has sent out quite a number of teachers who are now working in our public schools. I have before me now a list of thirty-five of these graduates, eleven of whom are working in the city schools of Raleigh, nine in Wake County, and fifteen in other parts of the State. I know eleven of these personally, and I can say with all candor that they rank among our very best negro teachers in North Carolina. They seem to be able to get good results wherever they work. A number of them are county supervising teachers and domestic science teachers in our schools.

I do not know just what appeal the St. Augustine's authorities are making to your Board. As I have indicated above, I would like to see it made possible for this school to extend, especially, its normal training work, and to raise the standard of its course of study, at least one or two years. I feel that I can recommend conscientiously that aid be given St. Augustine's

I have found the principal and director of the Normal Department very anxious to co-operate with us in our work, as far as possible. Should your Board make any donation to the institution, I believe we can count on even more hearty cooperation than heretofore, if that it possible.

If you should desire me to get any specific information, I shall be glad to do it if I can.

With best wishes, I am,

Very sincerely,

N. C. Newbold

State Agent Rural Schools.

April 9, 1917.

Mr. N. C. Newbold,
Department of Education,
Raleigh, N.C.

Dear Mr. Newbold:-

I desire to acknowledge your letter of April 5th addressed to Dr. Sage, written in behalf of St. Augustine's School, Raleigh, North Carolina. Dr. Sage is now absent from the city, but upon his return to the office, I shall have great pleasure in bringing your letter to his attention.

Very truly yours,

W. W. BRIERLEY

WWB/GMC

Chief Clerk

NC121

Superintendent of Public Instruction
State of North Carolina
Raleigh

RECEIVED
DEC 5 1917
GENERAL EDUCATION BOARD

Dcember, 4, 1917.

Doctor E. C. Sage,
#61 Broadway,
New York, N. Y.

My dear Doctor Sage:-

It was my intention to write you several days ago concerning matters at St. Augustine's school, Raleigh, but I was away from my office practically all of last week after you left here.

The authorities at St. Augustine's, as I understand it, are very anxious to make improvements on their property some of which are:

First - The erection of a substantial academic building to be used mainly for class room purposes. This building it seems is needed so that space now occupied as class rooms may be used for dormitories for boys.

Second - The erection of a modest, convenient, comfortable but unpretentious Practice School building in which will be taught the lower grades of the school and where the Teacher Training work will be done under the direction of the head of the department.

Third - The establishment of a model farm of ten or twelve acres on which will be erected a comfortable farmer's cottage.

Fourth - Completing and further equipping the Boys' Industrial Building.

Should your Board find it possible to aid St. Augustine's in any of these projects, my opinion is that the things most needed at this time perhaps are indicated under two and four, namely, Practice School building and the equipment for the Boys' Industrial Building. It seems to me that the Practice School building will cost not less than $10,000.00.

Should your Board find it possible to make a substantial contribution towards the erection of this building, I feel confident that the appropriation would be well used, and that it would stimulate this worthy school to greater efforts and at the same time make it possible for the school to give further aid in the matter of training teachers for our public schools. If I can furnish any other personal information concerning this matter it would give me pleasure to do so.

We were delighted to have you in Raleigh and hope you will find it possible to visit us again soon.

With best wishes, I am,

Very sincerely,

N C Newbold

State Agent Rural Schools.

NC121

December 7, 1917.

Mr. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:-

I take pleasure in reporting to you that at a meeting of the General Education Board held December 6, 1917, the following action was taken:

> "On motion, the sum of Five thousand Dollars ($5,000) is hereby appropriated to St. Augustine's School, Raleigh, North Carolina, toward a total of Ten thousand Dollars ($10,000) for the construction of a teacher-training building."

It is our understanding in making this appropriation that the working out of the details in the construction of the building will be made in conference with Mr. N. C. Newbold, State Agent for Negro Rural Schools in North Carolina.

Very truly yours,

E. C. SAGE

ECS/GMC

Copy sent to Mr. Newbold and Mr. Davis

Rt Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

Rev. A. B. Hunter, D. D.
Honorary Principal

NC-121
SF

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RALEIGH, N.C.

RECEIVED
FEB 16 1918
GENERAL EDUCATION BOARD

At a meeting of the Executive Committee of the Board of Trustees of St. Augustine's School held on Wednesday, Feb. 13, 1918, the following resolution was adopted:

"The Executive Committee of the Board of Trustees of St. Augustine's School, located at Raleigh in the State of North Carolina, hereby accepts the conditional pledge of the General Education Board, dated January 16, 1918, and covenants and agrees that, if the terms of the pledge are complied with and the money paid by the General Education Board, the Board of Trustees of St. Augustine's School will faithfully perform the covenants on behalf of said School contained in said pledge."

A. B. Hunter

SECRETARY.

will contribute to St. Augustine's School, located at Raleigh, in the State of North Carolina, toward the cost of constructing a Teacher Training Building at said School, the sum of Five thousand Dollars ($5,000);

PROVIDED that a further sum of Five thousand Dollars ($5,000) shall be contributed to said St. Augustine's School in cash on or before December 31, 1919; and

PROVIDED that the total sum of Ten thousand Dollars ($10,000) thus to be secured shall be used for the construction of a Teacher Training Building; and

PROVIDED that no legacies shall be counted toward the fulfillment of this pledge.

Within ninety days after the Board shall have received satisfactory evidence that the conditions of this subscription have been fulfilled, the General Education Board will pay its subscription in cash;

PROVIDED that the subscription of the General Education Board shall be void if the conditions as above are not fulfilled by or before December 31, 1919.

_____
President

_____
Assistant Secretary

Authorized by vote of the Board
December 6, 1917

Dated, New York, N. Y.,
January 16, 1918

No. 13-h

Conditional Appropriation

to

St. Augustine's School

Authorized, December 6, 1917
Dated, January 16, 1918

JUN - 2 1952

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

Rev. A. B. Hunter, D. D.
Honorary Principal

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

NC12

RECEIVED
JAN 16 1918
GENERAL EDUCATION BOARD

RALEIGH, N.C., Jan.14,1918.

My dear Dr.Sage,

I am returning the pledge form which you sent me and would ask that the time limit be made December 31,1919. I hope and believe that we shall be able to raise the money before that time;but conditions are such on account of the war that I should like to have as long a time as possible in which to do our part.

With renewed thanks to you and the Board for your helpful interest in our work,believe me

Very sincerely yours, Edgar H. Goold

Very truly yours,

EGS/GMC

Very truly yours,

Chief Clerk

EWB/LFA

January 16, 1918.

Reverend Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:-

Your letter of January 14th with enclosure of our pledge form with suggested date has been received. We shall gladly comply with your request to set the time limit at December 31, 1919. Very soon you may expect to receive the formal pledge.

Very truly yours,

ECS/GMC

January 17, 1918

Principal Edgar H. Goold
St. Augustine's School
Raleigh, North Carolina

Dear Sir:

I enclose you herewith our conditional pledge to St. Augustine's School, dated January 16, 1918.

If this pledge is satisfactory to your Board of Trustees, will you have them indicate such approval by the adoption of a resolution substantially as follows:

> "The Board of Trustees of St. Augustine's School, located at Raleigh, in the State of North Carolina, hereby accepts the conditional pledge of the General Education Board, dated January 16, 1918, and covenants and agrees that, if the terms of the pledge are complied with and the money paid by the General Education Board, the Board of Trustees of St. Augustine's School will faithfully perform the covenants on behalf of said College contained in said pledge."

Very truly yours,

W. W. BRIERLEY

Chief Clerk

WWB/LFA

NC 121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., SPECIAL REPRESENTATIVE

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

ST. AUGUSTINE'S SCHOOL

CHARTERED 1867 OPENED 1868

REV. EDGAR H. GOOLD, M.A., PRINCIPAL
RALEIGH, N. C.

RECEIVED
JAN 26 1918
GENERAL EDUCATION BOARD

ST. AUGUSTINE'S FIFTY YEARS

St. Augustine's School is to celebrate its Fiftieth Anniversary in May of this year.

Ever since its founding the work has been carried on with inadequate equipment and financial resources. Yet in spite of this the School has accomplished much to be proud of, as appreciations contained in the little folder, "What People Say About St. Augustine's," amply testify.

The time has now come when it is imperative that the equipment of the School be bettered and the financial resources increased if it is to continue its present work and meet the opportunities which are offered to it for increased usefulness.

There must be new buildings and equipment to replace and supplement what we now have. The advanced cost of maintenance, due to the unusual rise in prices, makes it impossible to go on without a larger income. It has been a struggle to meet expenses in the past. What must we expect for the future unless we can rely on a larger revenue? Salaries must be increased, and more paid for food, fuel, and supplies of every sort.

In view of this critical situation the trustees are endeavoring to raise an Anniversary Fund of $100,000; $40,000 of which is needed for buildings and equipment and the remainder for Endowment.

Of this amount about $15,000 has been given or can be relied upon. $5,000 of this sum has been promised by the General Board of Education in New York, toward a model Teacher Training Building, provided that we raise the other $5,000 needed to erect the building. This testifies to the Board's estimate of our work and is an opportunity which must not be lost.

Will you not help us to the extent of your ability by contributing to this Anniversary Fund? Other calls are numerous, but let us not forget the ten million Negroes who are in our midst. While we meet the emergencies of the present, let us not neglect to prepare for the future.

We ask you as a Christian and patriot to help our work as best you can.

EDGAR H. GOOLD, Principal
A. B. HUNTER, Honorary Principal

The enclosed pledge card may be sent to Rev. A. B. Hunter, Treasurer of the Anniversary Fund, St. Augustine's School, Raleigh, N.C.

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

Rev. A. B. Hunter, D. D.
Honorary Principal

NC121

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
JAN 25 1918
GENERAL EDUCATION BOARD

RALEIGH, N.C.

January 22,1918.

Dr.E.C.Sage,

New York City,

My dear Dr.Sage,

The conditional pledge of the General Education Board to St. Augustine's School has reached me,and I note that the approval of our Board of Trustees is asked for.

The full Board does not meet again until the latter part of May, but the executive committee,which acts in the interim,may be more easily called together. Would their approval and acceptance be satisfactory? If not would it be possible to wait until the meeting of the full Board? I have no doubt in my own mind that the Board will be glad to give its acceptance and approval of the conditional pledge.

Sincerely yours,

Edgar H. Goold

January 25, 1918.

Reverend Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:-

Your letter of January 22nd is at hand. The acceptance of our pledge by the Executive Committee will be quite satisfactory to us.

Very truly yours,

E. C. SAGE

ECS/GMC

Rt. Rev. Joseph B. Cheshire, D. D
President Board of Trustees

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

Rev. A. B. Hunter, D. D.
Honorary Principal

ST. AUGUSTINE'S SCHOOL

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REV. EDGAR H. GOOLD, M. A., PRINCIPAL

NC121

RECEIVED
DEC 23 1918
GENERAL EDUCATION BOARD

RALEIGH, N. C.
December 20, 1918.

Dr. E. E. Sage,

General Education Board,

New York City,

My dear Dr. Sage,

In accordance with your suggestion I am sending the enclosed statement from the Cashier at the Bank in which is deposited the $5,000.00 which is available for the Practice School for which the General Education Board promised to ~~advance~~ give $5,000.00.

You may remember that you stated to me that on the receipt of such a statement the amount pledged by the General Education Board would in all probability be sent to us.

I have written to Mr. Jackson Davis, as you suggested, asking him if he can arrange to visit us and investigate our plans for a small model farm, so that our application together with his report may be submitted at the February meeting of the Board.

With all good wishes and Christmas greetings, believe me

Yours very truly,

Edgar H. Goold

December 28, 1918

Rev. Edgar H. Goold
St. Augustine's School
Raleigh, North Carolina

My dear Dr. Goold:

Your letter of December 20, with a letter of same date from the Cashier of the Raleigh Savings Bank and Trust Company, has been referred to me by Dr. Sage. I enclose a form of requisition which should be copied on a letter-head of the School and certified to by yourself and the Treasurer. When this has been returned to our office we shall have pleasure in remitting to you our Board's appropriation of Five thousand Dollars ($5,000).

Very truly yours,

W. W. BRIERLEY

Chief Clerk

WWB/LFA

NC 121

March 1, 1919.

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:-

Your letter of January 9, 1919 requesting a contribution for the establishment of a model farm home and agricultural laboratory in connection with St. Augustine's School was presented to our Board at a meeting held February 27, 1919. I take pleasure in reporting to you that the following action was taken:

> "RESOLVED, That a sum not to exceed Two thousand Dollars ($2,000) be, and it hereby is, appropriated to St. Augustine's School, Raleigh, North Carolina, on condition that a supplemental sum of not less than Two thousand Dollars ($2,000) shall be contributed in cash to said St. Augustine's School, it being understood that the total sum of Four thousand Dollars ($4,000) shall be applied to the cost of constructing and equipping the necessary buildings for a model farm home and agricultural laboratory in connection with said School, the time required for collecting the supplemental sum in cash being left to the executive officers of the Board with power."

You will observe that in the above resolution the date for completing the campaign for this fund is left

for further determination. It will be our pleasure to have suggestions from you as to the time which you think will be necessary for securing the supplementary amount.

Very truly yours,

F C SAGE

BCS/GMC

NC 121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Robert David H. Greer, D.D., President
Rev. Robert W. Patton, D.D., Special Representative

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

Rev. Edgar H. Goold, M.A., Principal

GENERAL EDUCATION BOARD
RECEIVED
MAR
8
1919
ANSWERED

RALEIGH, N. C.,

March 6,1919.

Dr.F.C.Sage,

Gen.Ed.Board,

New York City,

My dear Dr.Sage,

I was indeed gratified to receive notice of the conditional appropriation of $2000.00 to St.Augustine's School for our model farm, and thank you and the Board most heartily for your continued interest in our work.

I would ask that December 31,1920,be set as the time limit for raising the supplemental sum of $2000.00,and I hope that we shall be able to do so before that time. But,as we have to devote a great deal of effort in raising money for our current expenses,I am asking for plenty of time in which to raise this extra amount.

With renewed thanks,believe me

Very sincerely yours,

Edgar H. Goold

March 12, 1919.

Reverend Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:-

Thank you for your letter of March 6th. We note the suggestion which you make in regard to dates and will be governed accordingly.

Very truly yours,

E. C. SAGE

ECS/CMC

APPLICATIONS
Rec'd

Rev. Joseph B. Cheshire, D. D
President Board of Trustees

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. DAVID H. GREER, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

Rev. A. B. Hunter, D. D.
Honorary Principal

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867 · OPENED 1868

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
JAN 11 1919
GENERAL EDUCATION BOARD

1121

RALEIGH, N. C., January 9, 1919.

Dr.E.C.Sage,
Gen.Education Board,
New York City,
My dear Dr.Sage,

I am writing to make application to the General Education Board for help in equipping a small model farm which we propose to start here at St.Augustine's School,Raleigh,North Carolina.

Our plan is to take about twelve acres of our School farm-land,and to put on it a small farm-house,barn,piggery,and hen-house;to stock it with a horse,cow,pigs,and chickens,and to equip it with up to date farming implements.

Our purpose is to use this model homestead farm for demonstration and instruction purposes,on a scale which can be imitated by the average small farmer. It would serve as an object lesson to the community,and as a place where we can instruct our own students,and show them what they may themselves aspire to.

The total cost we estimate will be four thousand dollars ($4,000.00). I believe that in spite of the difficulty of raising money these days,and our own need of funds for current expenses,we could raise half of this amount-two thousand dollars ($2,000.00)-if the General Education Board would make us a conditional promise of the other half.

Mr.Jackson Davis has recently been here and made a careful investigation of our plan,and I believe approves of it. I shall be glad to send you any further information that you may desire.

Hoping for favorable consideration on the part of the Board,believe me,with kindest regards,

Very sincerely yours,

Edgar H. Goold

Application Entered G. M. L.
Blanks Recorded
Card Prepared G. M. L.

January 13, 1919.

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina,

My dear Dr. Goold:-

Your letter of January 9th making application to the General Education Board for help in equipping a model farm has been received. This will be entered upon our records and in due time submitted to our people for their consideration and decision. After I have had a conference with Mr. Jackson Davis it is probable that I shall have occasion to write you for further particulars.

Very truly yours,

E. C. SAGE

ECS/GMC

NC 121

April 1, 1919

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, N. C.

My dear Doctor Goold:

I enclose herewith our conditional pledge to St. Augustine's School, dated March 31, 1919.

If this pledge is satisfactory to your Board of Trustees, will you kindly have them indicate such approval by the adoption of a resolution substantially as follows:

> "The Board of Trustees of St. Augustine's School, located at Raleigh, in the State of North Carolina, hereby accepts the conditional pledge of the General Education Board, dated March 31, 1919, and covenants and agrees that, if the terms of the pledge are complied with and the money paid by the General Education Board, the Board of Trustees of St. Augustine's School will faithfully perform the covenants on behalf of said School contained in said pledge."

Very truly yours,

W. W. BRIERLEY

WWB/BB

Chief Clerk

NC-121
SF

ST. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDING BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
ST. REV. ROBERT DAVID H. GRESS, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., SPECIAL REPRESENTATIVE

ST. AUGUSTINE'S SCHOOL
FOUNDED 1867
REV. EDGAR H. GOOLD, M.A., PRINCIPAL

GENERAL EDUCATION BOARD
RECEIVED
APR
14
1919
ANSWERED

RALEIGH, N. C., April 12, 1919.

Mr. W. W. Brierly,

General Education Board,

New York City,

My dear Mr. Brierly,

I am enclosing a copy of the resolution passed at a meeting of the Executive Committee of the Board of Trustees, held on April 10th.

The members of the Committee are all grateful to the General Education Board for the generous offer that has been made to us.

Very sincerely yours,

Edgar H. Goold

"The Executive Committee of the Board of Trustees of St. Augustine's School, located at Raleigh, in the State of North Carolina, hereby accepts the conditional pledge of the General Education Board, dated March 21, 1919, and covenants and agrees that, if the terms of the pledge are complied with and the money paid by the General Education Board, the Board of Trustees of St. Augustine's School will faithfully perform the covenants on behalf of said School contained in said pledge.

The above resolution was adopted at a meeting of the Executive Committee held April 10th 1919.

Edgar H. Goold, Actg. Secretary.

GENERAL EDUCATION BOARD

will contribute to St.Augustine's School, located at Raleigh, in the State of North Carolina, toward the cost of constructing and equipping the necessary buildings for a model farm home and agricultural laboratory at said St. Augustine's School, the sum of Two thousand Dollars ($2,000);

PROVIDED that a further sum of Two thousand Dollars ($2,000) shall be contributed to said St. Augustine's School in cash on or before December 31, 1920; and

PROVIDED that the total sum of Four thousand Dollars ($4,000) thus to be secured shall be used for the construction and equipment of the necessary buildings for a model farm home and agricultural laboratory at said School; and

PROVIDED that no legacies shall be counted toward the fulfillment of this pledge.

Within ninety days after the Board shall have received satisfactory evidence that the conditions of this subscription have been fulfilled, the General Education Board will pay its subscription of Two thousand Dollars ($2,000) in cash;

PROVIDED That the subscription of the General Education Board shall be void if the conditions as above are not fulfilled by or before December 31, 1920.

President

Authorized by vote of the Board
February 27, 1919

Assistant Secretary

Dated, New York, N.Y.,
March 31, 1919

No. 14-H

Conditional Appropriation

to

ST. AUGUSTINE'S SCHOOL

Authorized, February 27, 1919
Dated, March 21, 1919

$2,000

JUN -2 1952

SV C 121

February 15, 1921.

Principal Edgar H. Goold,
St. Augustine's School,
Raleigh, N.C.

My dear Dr. Goold:-

Mr. Davis is with me in the office. We have been thinking over the subject of teachers' salaries in a limited number of colored schools. There is a possibility that our Board may be able to assist a few of these schools in this particular. While I cannot give any positive assurances, if you wish us to do so, we can bring the subject to the attention of our associates. If you care to give us information up-to-date, you may fill in the enclosed form and return to us. These are sent in duplicate so that you may have one copy for your own files.

Very truly yours,

SAGE

ECS/GMC

NC 121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. R. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

Entered A. H. L.

GEN. EDUCATION BOARD
RECEIVED
FEB 23 1921
ANSWERED

RALEIGH, N. C.,

Dr.E.C.Sage,
Gen.Education Board,
61 Broadway,
New York City,

My dear Dr.Sage,

I am sending you,under separate cover,a copy of our latest Auditor's Report of St.Augustine's School,and a catalog of the same year,1919-1920, and,also such answers to your questionaire that are not given in our Auditor's Report as I am able to answer correctly.

Our present system of book-keeping was installed a few years ago,and was at that time considered an excellent one.Our books are audited every year,and at that time the Auditor makes his Report based on the plan of the books. Neither I nor our book-keeper is versed in making reports;but we rely on the Auditor for that,and he is not now available.I believe,however,that his report will give you a correct idea of our financial status.

Our budget for this year will be very nearly like the income and expenditures of last year,as found in pages thirteen and fourteen of the Auditor's Report. An increase in the charges for board and tuition which we made this year will be balanced by the increase in teachers' salaries;while a recent increase in our appropriation from the American Church Institute for Negroes will be balanced by the fact that there will not be available for current expenses some legacy money which we used last year.

Our operating deficit last year was abbut $4500,and we face a similar one when the School closes at the end of this coming May.

For our next School year,1921-1922,I am anxious to increase all of our salaries an average of twenty-five per cent. We must do this if we are to keep pace with the salaries of the better Public Schools. Besides this, we shall need three additional teachers,one in Agriculture,one in Domestic Science,and one in our Academic Department in order to strengthen our work in English and Science.

I wish very much that the General Education Board could help us toward meeting our probable deficit for this School year,and also help us to the extent of $5,000 towards the salaries of our present and new teachers for the year 1921-1922.

I feel deeply grateful to you and to Mr.Davis for feeling that we deserve consideration in this matter. May I ask when there is likely to be a final decision about it?

Very truly yours, Edgar H. Goold

February 28, 1921.

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:-

Your letter, the Catalogue of St. Augustine's School, and other material have been received. Thank you for the information supplied. I note your request for aid toward salaries for teachers. I hope that we can give early attention to this request.

Very truly yours,

E. C. SAGE

ECS/GMC

February 1921 NC-12

COLLEGE FILE

ST. AUGUSTINE'S SCHOOL

Raleigh, Wake County, North Carolina

--::--

Coeducational

Protestant Episcopal

Principal, Rev. Edgar H. Goold, M. A.

I APPLICATION

Asks for $2,000 toward $4,000 toward equipping a model farm. (See letter dated January 9, 1919) (See also Mr. Davis's report of January 1919)

II POPULATION

		White	Negro	Total
Wake County	1910	37,359	25,870	63,229
	1900	30,267	24,358	54,625
Raleigh	1910	11,846	7,372	19,218
	1900			13,643

III RAILROADS

Norfolk Southern
Raleigh and Southport
Seaboard Air Line
Southern

IV HISTORY

The school was founded in 1867, at Raleigh, which, being the capital and centrally located, is easily accessible to the large Negro population of the State. It includes kindergarten, primary, grammar, normal and collegiate work. It is conducted under the auspices of the

Episcopal Church. The school is on high ground, well drained, and has its own spring of good water. The campus is large and well kept. The aim of the school is "to train young men and women in the elements of an English education, to prepare them for teaching, to add collegiate studies for those who may be able to take them", and, meanwhile, "to give industrial training".

The school was incorporated in 1867 under the title of "St. Augustine Normal School and Collegiate Institute", the charter being granted for 30 years only. On February 20, 1893, the Charter was extended for 99 years, and the corporate name of the institution was changed to "St. Augustine's School". The Board of Trustees must consist of the Bishop of the Protestant Episcopal Church in the Diocese, North Carolina, and clerical and lay-members of the same.

VI FINANCIAL STATISTICS (June 1917)

Permanent Funds		$37,000
The property of St. Augustine's School is vested in the Board of Trustees.		
The principal of the school, with the consent of the Trustees, has power to incur indebtedness.		
Unproductive Funds		
None.		
The Plant		
Campus (35 acres; farm, 75 acres)	$25,000	
Buildings	129,000	
Equipment	7,875	$161,875

Summary of Property

Productive Funds	$ 37,000
The Plant	161,875
	$198,875

Income for Current Expenses

From tuition and fees (including fees for students' board)	$ 7,442.55
From private contributions	5,928.68
From church contributions (Domestic and foreign Missionary Societies, American Church Institute for Negroes)	13,995.00
From other sources	6,400.19
	$ 33,766.42*

* Of this amount, approximately $25,123.87 was contributed by white people.

Permanent improvements to the value of about $600.00 were made from fund for current expenses.

Indebtedness

Amount, February 1, 1917, (Incurred by installing Heating Plant in Girls' Dormitory)	$ 3,000

Entire amount owed to Citizens' National Bank, Raleigh, N. C., on note of Principal of School.

VII MATERIAL EQUIPMENT

Campus (35 acres)) School Farm (75 acres))	$25,000
Buildings:	
Thomas Memorial Dormitory	$ 38,000
Trade Building - frame	3,000
Lyman Building	30,000
Smith Building	15,000

(Campus -	Brought forward		$ 25,000)
Buildings (Continued):			
	Brought forward	$86,000	
	Chapel (stone with stained glass windows)	10,000	
	Library (stone) & Taylor Hall	10,000	
	Teachers' Cottages, Laundry, and other buildings	23,000	129,000
Equipment:			
	Library	$ 2,500	
	Furniture	2,025	
	Scientific Apparatus	350	
	Industrial Apparatus	3,000	7,875
			161,875

Note: The facts regarding Material Equipment are taken from a College Study dated June 1917.

VIII FACULTY (May 1916)

Men	Women	Total
10	19	29

IX STUDENTS (May 1916)

Boys	Girls	Total
229	170	399

Courses: Two courses are offered to the students: the Collegiate and the Normal. At the close of the Normal and Collegiate Preparatory class, students may elect the course they prefer. The Collegiate Course covers 3 years; the Normal, two. In the latter, there is ample opportunity for practice teaching, and students are prepared for actual teaching. In 1904, a kindergarten and primary school were in

existence.

NC121+

March 8, 1921.

Principal Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:-

The application which you have made to the General Education Board has been taken under consideration. I am gratified to be able to report to you that the General Education Board has made an appropriation for teachers' salaries as follows:

For the Year 1920-21,	$2,000
For the Year 1921-22,	1,500
For the Year 1922-23,	500

You will note that this appropriation is on a descending scale, ceasing altogether at the end of three years. We hope that during this time you will be able to build up the annual support from your regular constituency to replace the amount of our aid as it is withdrawn and to maintain the increases that have been made in salaries of your teachers. A check for the first year's installment will be sent soon.

Very truly yours,

ECS/GMC

NC 121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., DIRECTOR

REV. A. B. HUNTER, M.D.
HONORARY PRINCIPAL

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

GENERAL EDUCATION
RECEIVED
NOV 14 1921
WERED

RALEIGH, N. C., November 10, 1921

Dr.E.C.Sage,
General Education Board,
61 Broadway,
New York City,

My dear Dr.Sage,

We are proposing in the near future to conduct a campaign to raise $50,000 for our St.Agnes Hospital and Training School for Nurses. $30,000 of this is to be used for much needed repairs,enlargement,and equipment of the Hospital and of the Nurses' Home.

We hope to raise a considerable part of the money here in the community,among both races.

The Hospital administers to patients from all over this State,as well as from other neighboring States.

There are about thirty-five nurses in training now;the course is a standard three year one,and the graduates take the regular State Board examinations and become Registered Nurses.

The Surgeon in Chief is Dr.Hubert Royster,one of the foremost surgeons in this State and in this country. He is now President of the North Carolina Medical Society.

I am wondering if the General Education Board would be likely to help us in raising this money.The Hospital and Training School are a Department of our School work,with an entirely separate Bank account. If you feel that the Board will give us this help I shall be glad to give you any further information that may be desired. I feel that it would be a great help to us in the campaign to be able to say that the General Education Board has promised to help us.

With kind regards,believe me

Very truly yours,

Edgar H. Goold

November 14, 1921.

Dear Dr. Goold:

Dr. Sage has handed me your kind favor of the 10th. I regret to say that the charter of the General Education Board would not permit us to make a gift to an independent hospital. Our activities in the field of medicine are limited to cooperation with schools of medicine.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

Dr. Edgar H. Goold
St. Augustine's School
Raleigh, North Carolina

AF/KEO

NC12

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., DIRECTOR

ST. AUGUSTINE'S SCHOOL
FOUNDED 1867
REV. EDGAR H. GOOLD, M. A., PRINCIPAL

GENERAL EDUCATION BOARD
RECEIVED
NOV 19 1921
ANSWERED

RALEIGH, N. C., Nov.18,1921

Dr.Abraham Flexner,
Gen.Education Board,
61 Broadway,New York City,

My dear Dr.Flexner,

I note what you say in your letter of the 14th about making a gift to an independent hospital.

A part of the money which we are trying to raise is to be used for the remodeling and equipment of our Training School for Nurses,in which about thirty-five nurses live,and which contains several class-rooms in which those nurses receive instruction. That it seems to me is a genuine educational feature of our work.

Would the General Education Board be in a position to consider a gift for this purpose ?

If this would not be possible,would you be so kind as to tell me if there is not a Rockerfeller Foundation which does help hospitals?

I understood that the hospital recently opened in China was financed by some such Foundation. If such is the case I shall be glad to know of persons to whom application should be made.

Thanking you for anything that you may be able to do for us in the matter of giving us any information,believe me,with all best wishes,

Very truly yours,
Edgar H. Goold

November 19, 1921

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

Dear Dr. Goold:

I have your kind favor of the 18th. Nurses' training happens to be something which lies outside the field in which the General Education Board has been busy, and for this reason it is not likely that the Board would make an appropriation towards a training school. As far as I know the Rockefeller Foundation has made no such appropriations in this country. There is, however, no reason why you should not write the Foundation for more accurate information.

With fond wishes, I am

Very sincerely yours,

ABRAHAM FLEXNER

AF/MSD

Entered 9.M.L NC 121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
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ST. AUGUSTINE'S SCHOOL
FOUNDED 1867
REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
OCT 16 1922
GENERAL EDUCATION BOARD

RALEIGH, N. C.,

October 14,1922

Dr.E.C.Sage,
Gen.Education Board,
61 Broadway,
New York City,

My dear Dr.Sage,

I am writing to request that the General Education Board ~~will~~ consider helping us here at St.Augustine's School in the matter of erecting a much needed class-room building to cost about $50,000.

At present most of our class-rooms occupy the first two floors of a building the two upper floors of which constitute our boys' dormitory. Both the class-rooms and boys' quarters are badly crowded. We should be able to use the entire building for our boys' dormitory, and should have an adequate new building for class-rooms and administration.

I may say that this need has been approved by the American Church Institute for Negroes, and also by our Church General Board of Missions.

If the General Education Board would make a conditional pledge of half of the needed $50,000, I believe that the rest could be raised and the School greatly benefited.

I shall be glad to go into further details with you and to make a more formal application if you so desire.

With all good wishes, I am

Very truly yours,

Edgar H. Goold

October 20, 1922

Reverend Edgar H. Goold, Principal,
St. Augustine's School,
Raleigh, North Carolina

My dear Dr. Goold:

I have your letter of October 14 to Dr. Sage in which you make application to the General Education Board for a contribution to help defray the cost of constructing a class room building at St. Augustine's School. The application will be recorded and brought to the attention of the Board.

Very truly yours,

Chief Clerk

WWB/MSD

ARC 127

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RALEIGH, N. C.,

April 21,1923

Mr.Jackson Davis,
603 Chamber of Commerce Building,
Richmond,Va.,

My dear Mr.Davis,

I am forwarding to you a sketch of our proposed class-room building as made by Mr.Nelson,an architect suggested by Mr.Newbold. Mr Nelsonn embodied the requirements as outlined by Mr.Newbold and myself. I am also sending a copy to Dr.Sage and one to Dr.Patton.

Dr.Patton is apparently going to leave New York on the 24th or 25th of this month,to be gone for several weeks;but I hope that this will not prevent our getting on the docket of the General Education Board so that we may have favorable consideration at the May meeting;otherwise I fear that a year will be lost.

You will note that Mr.Nelson estimates $77,000 as the cost of the building of fireproof construction. He tells me that this is a liberal estimate;but Mr.Blair,the State Building Supervisor,who likes the plan, says that he thinks that around $60,000 will very likely cover it.

I hope very much that the Education Board will make us a gift of $40,000 towards the project. It is very difficult to raise money in large sums from individuals for such a purpose,and as you know,we are very much cramped,and need the building at once.

With all good wishes,I am

Very truly yours, Edgar H. Goold

ORC 121

April 30, 1923

Rev. Edgar A. Goold,
St. Augustine's School,
Raleigh, North Carolina

My dear Mr. Goold:-

I have been meaning to write to you on my trip, but I was kept so busy that I put it off until my return home.

I find your letter of the 21st and the sketch of the proposed building. I do not think that it is necessary for me to come down again before our May meeting. I had a good talk with Dr. Dillard and Dr. Buttrick in Nashville. I shall have a further conference with the officers of the Board and trust that your request for $40,000 towards the cost of this building may be acted upon at our meeting in May.

I like the general sketch of the building, but there are one or two minor suggestions I should like to make. I shall wait, however, until I can go over them with Mr. Thorkelson, who knows so much more than I do about buildings.

With kindest regards,

Very sincerely yours,

JD-W

Conference with Mr. Gould and Dr. Patton

ARC 121

Apr. 24. 1923

E. C. S.

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D. D., PRESIDENT
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ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
APR 23 1923
GENERAL EDUCATION BOARD

RALEIGH, N. C.,

April 21,1923

Dr.E.C.Sage,
General Education Board,
61 Broadway,New York City,

My dear Dr.Sage,

Since I saw you last I have been in consultation with Mr.Newbold and with Mr.Blair,the State Director of School-house Buildings, We asked two architects,Mr.Nelson and Mr.Salter,to draw sketches for our proposed class-room building according to requirements as outlined by us. I am sending a copy to you and also one to Mr.Davis and one to Dr. Patton.

I am exceedingly anxious to have this matter receive a favorable consideration at the hands of the Education Board at the May meeting, and trust that we can secure from the Board a gift of $40,000. If the Board will help us in this way I shall be glad to agree to erect the building in close consultation with Mr.Newbold,Mr.Davis,and Mr.Blair.

Mr.Nelson,the architect whose plans I am forwarding,wishes me to say that they were done rather hastily,which may account for some slight defects. His estimate of $77,000 is he says a very liberal one;but Mr. Blair who has seen the plans thinks that the building could be erected for around $60,000.

I earnestly hope that you will put us on your docket and take it up about the 1st of May.

With all good wishes,I am

Very truly yours, Edgar H. Goold

NC 121

The American Church Institute for Negroes

Organized by the Board of Missions of the Protestant Episcopal Church for Educational Work Among the Negroes of the South

281 Fourth Avenue, New York

PRESIDENT
THE RT. REV. THOMAS F. GAILOR, D.D.
VICE-PRESIDENT
THE RT. REV. EDWIN S. LINES, D.D.
TREASURER
LOUIS J. HUNTER
281 FOURTH AVENUE
ASSISTANT TREASURER
GEORGE FOSTER PEABODY, LL.D.
DIRECTOR
THE REV. ROBERT W. PATTON, D.D.
281 FOURTH AVENUE
SECRETARY
MRS. ISABEL M. CARTER
281 FOURTH AVENUE

TELEPHONE 3012 GRAMERCY

St. Augustine's School - - - - - - Raleigh, N. C.
St. Paul's School - - - - - Lawrenceville, Va.
Bishop Payne Divinity School - - Petersburg, Va.
St. Athanasius' School - - - - - Brunswick, Ga.
The Fort Valley School - - - - Fort Valley, Ga.
St. Mark's School - - - - - - Birmingham, Ala.
Hoffman—St. Mary's School - - - - Keeling, Tenn.
The Okolona Industrial School - - Okolona, Miss.
Gaudet Normal and Industrial School, New Orleans, La.

TRUSTEES
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THE RT. REV. EDWIN S. LINES, D.D.
THE RT. REV. ARTHUR S. LLOYD, D.D.
THE RT. REV. FREDERICK BURGESS, D.D.
THE REV. ERNEST M. STIRES, D.D.
GEORGE FOSTER PEABODY, LL.D.
ROBERT C. PRUYN, LL.D.
JAMES H. DILLARD, LL.D.
WM. C. RIVES, M.D.
LOUIS J. HUNTER
JOHN WILSON WOOD, D.C.L.
THE REV. LUKE M. WHITE

April 24, 1923.

Dr. E. C. Sage
General Education Board
61 Broadway, New York City.

RECEIVED
APR 25 1923
GENERAL EDUCATION BOARD

My dear Dr. Sage:

I have several times in recent months visited St. Augustine's School and discussed with the Principal, the Rev. Mr. Goold, in general and in detail, the matter of the new Academic Building.

The erection of this building is a very important step in the development of a Junior College at St. Augustine's and will, of course, be essential in the development, as we trust ere long, of a full college course. I heartily approve of the plans for this building and the proposal to erect it so soon as the funds shall be in hand. In making this statement, I am speaking in behalf of the American Church Institute for Negroes.

We feel that the Academic Building should be first class in every respect, with due regard for economy. The architect's estimate of the cost of this building is $77,000.00. The authorities of the school, in conference with the architect, are now considering again every item of cost and it may be that the final figure, which will be reported within a few days, will be a little more or a little less than this amount.

Should the General Education Board find it possible to appropriate $40,000.00 for the construction of the Academic Building at St. Augustine's School, on the condition that the Institute and the school authorities raise the remainder, we would be greatly encouraged and deeply grateful.

It is important that you should know that when the money is raised for the construction of the Academic building for the Junior College we must raise at least $7,500.00 and perhaps $10,000.00, in addition, in order to make certain changes in the present building now used both as a dormitory and as an Academic building.

I felt that you and the General Education Board would be interested, in this connection, with the Institute's program of construction not only for St. Augustine's, but for our other schools. It is a large program, especially in view of the fact that our Church people are among the largest givers to Hampton and Tuskegee and many

other educational institutions for Negroes not under the direction of The American Church Institute for Negroes. We find it very difficult to raise the money necessary to meet our distinctly Church schools because so many of our most generous donors acquired the habit of giving to non Church schools before The American Church Institute for Negroes was organized. Our program for the schools under the supervision of the Institute is not too big for the Episcopal Church, but it will take some time to educate our people in the habit of giving large sums to our own schools, owing to the fact above mentioned.

I heartily endorse St. Augustine's request for help from The General Education Board and, in behalf of the Institute, express our thanks for your already expressed sympathetic interest in our work.

Faithfully yours,

Robert W. Patton

Director

P.S. The General statement you asked for is here with attached.

RWP:IMC

Treat Confidentially
E. C. S

3

PART OF THE PROGRAM OF CONSTRUCTION AND MAINTENANCE OF SCHOOLS
AS PROJECTED BY
THE AMERICAN CHURCH INSTITUTE FOR NEGROES

After many months of careful investigation, on the grounds, the Institute approved a program for construction of buildings and for maintenance for its schools, eleven in all, involving an expenditure when completed of $987,000.

It was not anticipated that so large a sum could be raised in the near future. With the approval of our National Council, this program was sub-divided into three year periods. The program for the first three year period, namely, from 1922 to 1925, was reduced to approximately $380,000. Of this amount, about 80% was for the construction of dormitories, academic buildings, trades buildings, etc. Approximately 20% was allocated to increased maintenance.

The more important of the Institute schools which are to share in this program are St. Augustine's School, Raleigh, N. C., St. Paul's School, Lawrenceville, Va., Fort Valley School, Fort Valley, Ga., and the Okolona School at Okolona, Miss.

In addition to the above, we are contemplating the probability of establishing affiliation with one or two well established schools in South Carolina and Alabama. The names of these schools, for the present, are confidential. They are the Voorhees School at Denmark, S. C. and the Snow Hill Institute at Selma, Alabama. Should affiliation with these schools be established, a part of our expenditure will be spent in the effort to stabilize and advance the work in these localities.

It will be of interest to the General Education Board, and it is gratifying to us to be able to report, that we have received towards the construction part of our program in cash and pledges, conditional and non-conditional, during the past year approximately $135,000. In addition, an old friend of the Institute has increased its endowment fund by a gift of $86,000. We have also received increased contributions and pledges for maintenance of approximately $20,000.

It will be of interest also to know that, of the more than $200,000. in cash and pledges received, both conditional and non-conditional, more than half of this amount has been given by Southern men. A far greater portion, also, of gifts from Southern men has been non-conditional. Non-conditional pledges from Southern men for the Institute endowment fund and special gifts to the schools amount to $111,000. There are some other conditional gifts from Southern men amounting to approximately $20,000.

It is important to note that the Institute has severed its connection with the Vicksburg School, Vicksburg, Miss., with St. Mary's School, Columbia, S. C., and plans to sever its connection with St. Mark's School, Birmingham, Ala. We have done this in order to devote our attention to schools which we consider possess far greater promise, such as the Okolona School, Okolona, Miss., and in case of future connection with such schools as the Voorhees School and the Snow Hill Institute, confidentially referred to above. [If Dr. Sage wishes to refer to the fact of our contemplated association with these schools, he will recognize the propriety of merely dealing with the fact without mentioning the names.]

Signed, Robert W. Patton

April 25, 1923.

Rev. Robert W. Patton, D.D.,
281 Fourth Avenue,
New York City.

My dear Dr. Patton:-

Your kind letter of April 24th with information in respect to the proposed building at St. Augustine's School and the statement regarding the program of construction and maintenance of schools as projected by the American Church Institute for Negroes came to hand this morning, for which I thank you. On the latter document I have written in red ink and initialed "Treat confidentially". I appreciate your willingness to give me the kind of information which you have supplied and I shall endeavor to merit your confidence.

Cordially yours,

RCS/GMC

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St. Augustine's School
Raleigh, N. C.

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

OFFICE OF THE PRINCIPAL

May 1,1923

RECEIVED · GENERAL EDUCATION BOARD · MAY 3 1923

Dr.E.C.Sage,
The General Education Board,
61 Broadway,New York City,

My dear Dr.Sage,

I am enclosing a formal application for help towards the erection of our class-room building here at St.Augustine's School which was endorsed by Bishop Cheshire,the President of our Board of Trustees,together with the statement from Mr.Nelson,the architect,a copy of whose plans you have.

I hope that a letter from Dr.Patton has already reached you.

Thanking you for all the interest that you have shown and hoping that the Board will take favorable action for us at their May meeting,believe me

Very truly yours,

Edgar H. Gould

il 30,1923

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B. CHESHIRE, D.D.
BOARD OF TRUSTEES

REV. A. B. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

G.Murray Nelson
and
Thomas W.Cooper
Architects
Raleigh,N.C.

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867
REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RALEIGH, N. C., April 30,1923

Dr.E.H.Goold,
Raleigh,N.C.,

Dear Sir:-

We are submitting herewith an estimate of the cost for your proposed new school building which estimate has been very carefully prepared and checked.

You will notice that the entire proposition is itemized so that you may see at a glance just what each of the various parts amount to,and,in connection with this list,we might add that we had a responsible local builder check this all the way through with the result that the difference between his cost and ours was practically negligible.

On a cubage basis this figures out about 23½¢ per foot,which also checks very favorably with our records of other buildings of a similar nature in this locality. Naturally we have in cubing made the required allowance necessitated by varying prices in material and labor.

This proposition is figured on the basis of a fireproof building, and we believe that our estimate as a whole and considering the individual items will be found to come somewhere between the high and low contractors' proposals when the plans are sent out for bids.

Our original estimate on the furnishing of this building,which I believe was $5,000.00,and in reality was,as I explained to you at the time,more of a guess than an estimate,will we believe be sufficient to cover not only the seating of the various rooms,but also the necessary laboratory equipment. In other words,you may feel reasonably safe in considering the complete proposition furnished at from $80,000 to $82,000.00

30¢

Very truly yours,

G.Murray Nelson

NC121

April 20, 1923

ESTIMATED COST OF PROPOSED BUILDING FOR ST. AUGUSTINE'S SCHOOL

RALEIGH, N.C.

J. G. Lumsden Nelson

Excavating	$ 400.00
Brickwork	18,450.00
Concrete	3,218.00
Lumber	1,746.00
Millwork	5,732.00
Painting	875.00
Roofing	2,485.00
Carpenter labor	5,800.00
Common labor	650.00
Hardware-finish	600.00
Hardware rough	350.00
Wiring	843.00
Steelwork	12,525.00
Plumbing	2,600.00
Heating	2,500.00
Flooring	3,500.00
Hauling	1,186.00
Flues	60.00
Partitions Blocks	276.00
Blackboards	656.00
Plastering	5,780.00
	$ 70,131.00
Builder's profit 10%	7,013.10
Total	$77,144.10

May 3, 1923.

Principal Edgar H. Goold,
St. Augustine's School,
Raleigh, N.C.

My dear Mr. Goold:-

Your kind letter of May 1st with enclosure of formal application made to the General Education Board on behalf of St. Augustine's School has been received. The application will be given careful attention.

Very truly yours,

ECS/GMC

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ST. AUGUSTINE'S SCHOOL

RALEIGH, N.C. May 1, 1923

The General Education Board,
61 Broadway,
New York City.

Gentlemen:

I am writing in behalf of the authorities of St. Augustine's School, Raleigh, N.C., to make application to the General Education Board for aid in erecting a class-room and administration building here at St. Augustine's School, tentative plans for which have been submitted to officials of the Board.

At present our class-rooms are in a building part of which is used as a boys' dormitory. Class-room space is limited, and we are overcrowded, and should have a building definitely erected for class-room work, and constructed with regard to the future College work which will be developed here at St. Augustine's as time goes on.

When this class-room building has been erected we plan to use the class-room space thus released for additional living quarters for the young men, and thus have an entire building devoted to that purpose.

We estimate the cost of this new building, of fireproof construction, at between $75,000 and $80,000, and are asking the General Education Board for $40,000, or approximately one-half of the cost.

A competent architect has drawn up the preliminary plans, and has made a careful estimate of the cost. We are sending a copy of his letter on the subject.

If this help is granted we shall be glad to construct the building in close consultation with any officials of your Board that you may designate.

Hoping that you may take early and favorable action on this application, as this would help us materially in raising the additional sum which is needed, believe me

Very truly yours,

(Signed) EDGAR H. GOOLD
Principal

I very cordially approve of this
application -
JOS. B. CHESHIRE
Pres. Board of Trustees
of St. Augustine's School.

NC 121

May 29, 1923.

Rev. Edgar H. Goold, Principal,
St. Augustine School,
Raleigh, North Carolina.

My dear Mr. Goold:

I am pleased to inform you that at the meeting of the General Education Board held on May 24th, 1923, your request of May 1st for assistance toward the construction of your proposed classroom and (demonstration) building was granted. The formal action taken by the Board is as follows:

> RESOLVED, That the executive officers of the General Education Board be, and they hereby are, instructed to confer before the next meeting of the Board with the authorities of St. Augustine's School, Raleigh, North Carolina, with reference to the best way in which the Board can serve the institution, and that the officers of the Board be, and they hereby are, authorized in their discretion to commit the Board to St. Augustine's School, Raleigh, North Carolina, to a sum not exceeding Forty thousand Dollars ($40,000) toward Eighty thousand Dollars ($80,000), to be used for the erection and equipment of a classroom building, it being understood that before the appropriation becomes effective, final plans and specifications shall be submitted to the officers of the General Education Board for approval.

I shall be very glad to co-operate with you and when your plans and specifications are completed, if you will forward them to New York I shall be very glad to make such suggestive comments as occur to me.

With kindest personal regards and wishing you every success in your work, I beg to remain

Very truly yours,

H. J. Therkelsen

HJT/CW

dr C121

...R. CHEESHIR, D.D.
...ARD OF TRUSTEES

REV. A. D. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D. D., PRESIDENT
REV. ROBERT W. PATTON, D. D., SPECIAL REPRESENTATIVE

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M. A., PRINCIPAL

RECEIVED
JUN 5 1923
GENERAL EDUCATION BOARD

RALEIGH, N. C.,

June 2,1923

Mr.H.J.Thorkelson,
General Education Board,
61 Broadway,New York City,

My dear Mr.Thorkelson,

I thank you very much for your kind letter and for the good news which it contained. We shall endeavor to raise the other $40,000 as soon as possible.

I think that you have in your office the tentative plans and estimates as suggested by the architects,Mr.Nelson and Mr.Salter. I am rather inclined towards Mr.Nelson's plans,especially from an architectural point of view,as the buildings he suggests probably harmonizes more with the other buildings here;but I should be glad to have your advice as to what we ought to do now. Would it not be better to wait until we have raised a good portion of the needed money before having exact specifications made? Ought we to choose definitely now between the plans which have been submitted?

I expect to be in New York sometime after the middle this month, and might go into the matter more fully with you then.

Again thanking you for what you have done for us,believe me

Very truly yours,

Edgar H. Goold

June 5, 1923.

Rev. Edgar H. Goold,
Principal, St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:

Replying to your letter of June 2nd, I too feel quite favorably inclined toward Mr. Nelson's plan for your proposed building and when you have definitely decided on a plan I shall be glad to submit such suggestions as occur to me. I think you are right in your suggestion to postpone detailed specifications until you have "a good portion of the needed money".

I will be very glad indeed to see you if you are in New York while I am in the office and would suggest that you telephone the office before coming, in order to be sure that I am not out of the city.

With kindest personal regards, I am

Very truly yours,

H. J. Thorkelson

HJT/GW

POSTAL TELEGRAPH - COMMERCIAL CABLES

COUNTER No.
TIME FILED

TELEGRAM

CHECK ne-121 179 H 10

SENT the following Telegram, subject to the terms on back hereof, which are hereby agreed to.

[DESIGN PATENT No. 68626] 3-618

January 15, 1924

Rev. Edgar H. Goold, Principal,
St. Augustine's School,
Raleigh,
North Carolina

Plans and specifications submitted today by G. Murray Nelson are approved by officers of Board. Pledge will be executed when you state dates you wish for completion of terms.

H. J. Thorkelson

Charge to: General Education Board
61 Broadway

4 C 121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

Rev. Edgar H. Goold, M.A., Principal

RALEIGH, N. C.

RECEIVED
JAN 1924
EDUCATION BOARD

January 19,1924

Mr.H.J.Thorkelson,
General Education Board,
New York City,

My dear Mr.Thorkelson,

There are one or two questions which I have wished to ask you concerning our class-room building,and about which I spoke to Dr.Dillard when he was in Raleigh last November.

St.Augustine's has no debt,but it is often our custom to borrow money during the summer-especially in order to get in our winter supply of coal and thereby make a considerable saving. If we follow this custom during the coming summer would that constitute a debt in your eyes,and keep us from receiving the money from your Board? Furthermore if we should borrow money on the basis of pledges made to us on this building would that constitute a debt? Dr.Dillard seemed to feel sure that neither of these contingencies would constitute a debt,but felt sure that the matter should be clearly understood in advance.

The second question is about legacies. We have on hand at present in a reserve fund $3,000 which has come to us through a legacy,and $1,000 more will come a little later. This money was left to us sometime ago,and I told Dr.Sage about it at the time when we are asking help from the General Education Board toward this building. From what he said I gathered that he would not object to having this used toward the building if it were found necessary to do so. I do not wish to use this money for the building unless it is absolutely necessary ,as we are trying to raise the entire $40,000 without relying upon it;but I am asking if it could be used if it becomes necessary,and if our Trustees vote to use it for this purpose.

I am glad that you approve of the plans submitted by Mr.Nelson. May I ask whether in your opinion I should now pay him the entire sum agreed upon for his work? We have already paid him $1,000 on account. My feeling is that we should wait until the contract is let before completing our payment;but I am asking you for your advice in the matter. As soon as I hear from you in answer to my questions I can send the agreement with the dates.

With all good wishes,believe me

Very truly yours,

Edgar H. Goold

January 21, 1924

Rev. Edgar H. Goold, Principal,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:

Replying to your letter of January 19th, if at the time our building pledge becomes active, St. Augustine's School should have a temporary loan covering the payment of coal on hand, we would not consider this a debt in your case. We recognise the need of temporary loans during building and, if you have pledges of a certain date which are to be paid in cash by a later date as indicated in the pledge we are to draw, I see no difficulties in making payment. Under the terms of our pledge legacies cannot be counted.

I wired you in regard to Mr. Nelson as he indicated to me the financial difficulties he was meeting, due to the death of his baby and I presume your payment to Mr. Nelson will be strictly in accord with your agreement with him. If your agreement covers a certain sum for plans and specifications, these are completed. It may be that your agreement also includes another sum for superintendence.

I It seems to me that this is a matter for you to decide with Mr. Nelson. I have always thought it good policy to establish most cordial relations possible with associates.

Very truly yours,

H. J. THORKELSON

HJT:GW

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

N C 121

ST. AUGUSTINE'S SCHOOL
Founded 1867
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

January 24,1924

Mr.H.J.Thorkelson,
61 Broadway,
New York City,

My dear Mr.Thorkelson,

I thank you very much for your letter of January 21st. The President of our Board of Trustees is away at present . As soon as he returns I will consult him about the dates,and will send them on to you.

I am very hopeful that we shall raise the required amount in the near future.

I am paying Mr.Nelson from funds which we have collected toward the building and am assuming that this will be credited toward the $40,000 which we are to raise.

With all good wishes,I am

Very truly yours,

Edgar H. Goold

February 19, 1924

Rev. Edgar H. Goold, Principal,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:

This letter is merely a memorandum of the fact that yesterday we turned over to you two copies of the pledge of the General Education Board covering your proposed school building. I cannot tell you how happy we are over your success in raising the necessary funds.

Very truly yours,

H. J. THORKELSON

HJT:GW

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

RECEIVED
MAR 17 3 1
GENERAL EDUCATION BOARD

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

Payments of $100 or more to St. Augustine's School, for the Hunter Building:

State of North Carolina	$ 10 000	
Dr. Geo. Foster Peabody	5000	
Mr. Elbridge Gerry	100.	
Mr. A. B Andrews	100.	
Christ Ch. Cambrigge Mass	100.	
Miss Mary Hogg	100.	
Dr. Wm. C. Rives	1000	
Mrs. Jas. A. Strong	500	
Miss Bertha Richards	150.	
Grace Ch. Th. Thugsbury	250.	
Mrs. George Gabrielle	100.	
Miss Ellen Hoag	100.	
Miss Julia Pierrepont	100.	
Mrs. Samuel Ward	1000.	
Dr. Richard H. Lewis	250.	
Mr. Wm. Williamson	100.	
Mr. Erwin A Halh	100.	
St. James Ch., Upper Montclair	500.	
Miss Ruth Hairston	160.	
Ch. Asc. & Mrs. Paul Matthews	500.	
Mrs. John Markoe	250.	
Mrs. Frederick Hastey	100.	
Miss Edith Morgan	500.	
Mrs. Enoch Coxe	100	
Various individuals from 50¢ to $100,		1148.28
St. Aug. Church Institute for Negroes from Church Societies & individuals		4084.78
An Anonymous Friend, Lib. Bonds		10000.
		$ 36643.06
Pledge: Mr. John E. Brown & Co., Broadway, New York (also annuity pledges)		5000.
		$ 41643.06

NO-121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., DIRECTOR

REV. A. B. HUNTER, D.D.
RESIDENT PRINCIPAL

RECEIVED
MAR 17
GENERAL COUNSEL

TF

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867
REV. EDGAR H. GOOLD, M.A., PRINCIPAL
RALEIGH, N. C.

We the undersigned, being respectively the President and Treasurer of St.Augustine's School, located at Raleigh, in the State of North Carolina, do hereby certify to the General Education Board that, in fulfillment of its pledge No.N 43, dated Fenruary 18, 1924, a supplemental sum of not less than forty thousand Dollars ($40,000) has been contributed to the said St.Augustine's School in cash or securities, or both or pledged to the same by good and responsible persons in legally valid subscriptions payable in not more than one equal annual installment, beginning not later than April 10, 1924, and that all said subscriptions and payments are in accordance with the terms of said pledge. All of the subscriptions set forth in this certificate were obtained on or before April 10, 1924.

Edgar H. Goold
President

Edgar H. Goold
Treasurer

Dated, March 17, 1924

AGREEMENT

GENERAL EDUCATION BOARD
and
ST. AUGUSTINE'S SCHOOL

No. N-43

$40,000.00

Understanding that the Board of Trustees of St. Augustine's School, located in Raleigh, in the State of North Carolina, is engaged in raising the total sum of Eighty thousand Dollars ($80,000) to be used for the erection and equipment of a classroom building, the General Education Board hereby agrees to contribute in the manner hereinafter described to said St. Augustine's School a sum not exceeding Forty Thousand Dollars ($40,000) to be used for the erection and equipment of a classroom building at said St. Augustine's School;

PROVIDED That on or before April 10, 1924, said St. Augustine's School shall secure for the erection and equipment of the aforementioned classroom building the total sum actually needed, now estimated at Eighty thousand Dollars ($80,000), including the contribution of the General Education Board, in cash, or in legally valid subscriptions payable in cash on or before January 10, 1925, it being understood and agreed that the total sum needed shall be applied to or be set aside for the erection and equipment of a classroom building at said St. Augustine's School;

PROVIDED That before the contract is awarded for the construction of the building, the detailed plans and specifications shall be submitted to the General Education Board;

PROVIDED That no legacies shall be counted toward the fulfillment of the above conditions; and

PROVIDED That the contribution of the General Education Board may

President and the Treasurer of said St. Augustine's School;

PROVIDED That if the actual cost of erecting and equipping the aforementioned classroom building be less than Eighty thousand Dollars ($80,000), the contribution of the General Education Board shall be reduced proportionately; and

PROVIDED That any remainder of this subscription not due and payable according to these prescribed terms by January 10, 1925 shall be void.

This pledge is executed pursuant to a resolution adopted by the General Education Board on the 24th day of May, 1923.

In witness whereof the GENERAL EDUCATION BOARD has caused this pledge to be signed and its seal hereunto affixed by its duly authorized executive officers this eighteenth (18) day of February, 1924.

GENERAL EDUCATION BOARD

By Trevor Arnett

Acting President

Attest: W. W. Brierley

Assistant Secretary

The foregoing conditional pledge of the GENERAL EDUCATION BOARD, No. W.43, dated Feb. 16, 1924, is hereby accepted by the Board of Trustees of St. Augustine's School, located at Raleigh, in the State of North Carolina; and said Board of Trustees covenants and agrees that if the terms of the pledge are complied with and the money paid by the General Education Board, it will faithfully perform the covenants on behalf of said institution contained in the pledge.

This acceptance is executed pursuant to a resolution of the Board of Trustees of St. Augustine's School dated the thirtieth day of May 1923

In Witness Whereof the BOARD OF TRUSTEES OF St. Augustine's School, Raleigh, N. C. has caused this acceptance to be signed, and its seal hereunto affixed by its duly, authorized officers this 22nd day of February 1924.

BOARD OF TRUSTEES OF
St. Augustine's School

By Jos. Blount Cheshire
President.

(Seal)

Attest:

Henry B. Delany
Secretary.

APPROPRIATION No. 9 J - 1314

ENTERED

ACCEPTED
COMPLETED
No. E-43

$ 40,000

Agreement

General Education Board

and

ST. AUGUSTINE'S SCHOOL

Dated, February 18, 1924

Authorized, May 24, 1923

JUN - 2 1952

dv C 121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

Founded 1867
Rev. Edgar H. Goold, M.A., Principal

RALEIGH, N. C.

February 23,1924

RECEIVED
FEB 25 1924
GENERAL EDUCATION BOARD

Mr.H.J.Thorkelson,
61 Broadway,
New York City,

My dear Mr.Thorkelson,

I am enclosing the agreement duly signed and executed by our Trustees. You may be sure that it gives me great pleasure to do so.

If there is any special form which I must use to certify that we have raised our share, will you kindly send it to me with directions.

We have $10,000 in Liberty Bonds, ~~and~~ also have some accrued interest. Must I use a special form in reporting this, or would it be better to sell the bonds and report the cash?

With all good wishes, believe me

Very truly yours,

Edgar H. Goold

February 25, 1924

Rev. Edgar H. Goold, Principal,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Goold:

Thank you very much for your letter of February 23rd enclosing the agreement regarding the $40,000 pledge of the Board toward your building. Our Miss Golden will send you forms on which to report the pledges and also collections.

In principle you will naturally want to get the largest possible income from your collections and the date of selling the Liberty Bonds is one for you to determine. If you do not wish to dispose of them at the time you make your report, they will be appraised by our Treasurer on a basis fixed by the market quotation at that time.

Very truly yours,

H. J. THORKELSON

HJT:GW

February 27, 1924

Rev. Edgar H. Goold,
Principal, St. Augustine's School,
Raleigh, North Carolina

My dear Rev. Goold:

In response to Mr. Thorkelson's request, I send you herewith the following forms to be used by you in making proper certification to the General Education Board in connection with agreement No. M-43.

Form A - to be followed in certifying that legally valid subscriptions to the supplemental sum called for under the terms of agreement No. M-43 were secured on or before April 10, 1924, the date stipulated in the agreement.

Form B - (requisition) to be used in reporting the collection of cash only.

Form C - (requisition) to be used in reporting the Liberty Bonds which you say have been received by St. Augustine's School in payment of pledges.

As soon as a certificate in accordance with Form A has been filed with us, it will be quite in order for you to make requisition on the General Education Board for pro rata payment on the basis of cash and securities collected, provided the School is free from debt. In this connection we should be pleased to have you furnish us with a list of the subscribers to your campaign, and the amounts subscribed.

When submitting your first requisition we should appreciate it very much if you would accompany it with a copy of the latest balance sheet of the institution showing its assets and liabilities.

Very truly yours,

Assistant to
Mr. Brierley

IEG-MVL

Enc.

NC121

NC121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL
Founded 1867
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

RECEIVED
MAR 17 3 1
GENERAL EDUCATION BOARD

March 17, 1924

Miss Irene E. Golden,
General Education Board,
New York City,

My dear Miss Golden,

I am enclosing blanks A, B and C, together with a financial statement and subscription list. I hope that these are properly made out. As I understand it the General Education Board will now send us between thirty-six and thirty-seven thousand dollars.

I am sure that you will be glad to know that work on the new building has begun, and that we expect to occupy it early in the fall.

Truly yours,

Edgar H. Goold
Principal & Treasurer

NC12

March 20, 1924

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina.

My dear Dr. Goold:

Your letter of March 17th, enclosing Certificates A, B, and C, also the financial statement as of March 8th and the subscription list, has just come to hand. It has been a pleasure to examine these papers for we find them in proper form and deserving of our immediate attention.

Certificate A formally reporting the completion of subscriptions will be placed on file with agreement N-43 together with the list of subscribers to the building fund which you have so kindly furnished.

Certificate B reporting the collection of $26,643.06 in cash is being referred at once to our Auditor who will be very glad to see that the Board's pro rata payment is made upon it.

In accordance with our custom, requisition C reporting $10,000 in U. S. Fourth 4¼% Liberty Bonds is being referred to our Finance Committee in order that the bonds may be appraised. When the report of this Committee is received, it will be brought to the attention of the Board or its Executive Committee for approval, and you will be notified promptly of the action then taken.

We are interested to learn that the work on the classroom building has begun, and that you expect to take occupancy in the early fall. This is indeed most encouraging.

Very truly yours,

Assistant to
Mr. Brierley

IEG-MVL

d C121

March 20, 1924

carded MVL

Dear Mr. Myers:

Enclosed you will find requisition dated March 17, 1924 from St. Augustine's School, Raleigh, North Carolina, which reports the collection of $10,000 in U. S. Fourth 4¼% Liberty Bonds. At your convenience I shall be pleased to receive your usual report appraising the bonds referred to in this requisition.

Very truly yours,

Assistant to
Mr. Brierley

Mr. L. G. Myers,
Treasurer's Office

IEG-MVL

Enc.

COPY

appraised March 31. 1924 Ex. Com.

ST. AUGUSTINE'S SCHOOL

RALEIGH, NORTH CAROLINA

This certifies that St. Augustine's School, located at Raleigh, in the State of North Carolina, has collected on the supplemental sum required by the terms of Pledge No. N-43 of the General Education Board, dated February 18, 1924, the sum of Ten thousand Dollars ($10,000) in securities listed below not previously reported:

$10,000	U.S.A. Fourth 4¼% due October 15, 1938, interest April and October 15, with April 15, 1924 and subsequent coupons attached.	
	Valued Mar. 17, 1924 at 99.18 plus accrued interest 1.77 - Total value	$10,095.00

that the same has been applied to, or is reserved for, the purposes stated in the pledge; that said St. Augustine's School has no outstanding debts; and that in accordance with the terms of Pledge No. N-43, St. Augustine's School claims the corresponding pro rata payment from the General Education Board.

This requisition does not include funds subject to annuity, promissory notes, or real estate.

(Signed) EDGAR H. GOOLD
President

(Signed) EDGAR H. GOOLD
Treasurer

Dated - March 17, 1924

N C121

GENERAL EDUCATION BOARD

TREASURERS' OFFICE

ROOM 2602
61 BROADWAY
NEW YORK
TELEPHONE: BOWLING GREEN 5640

PLEASE ADDRESS REPLY TO
TREASURERS' OFFICE

L. G. MYERS, TREASURER
L. M. DASHIELL, ASSISTANT TREASURER

March 24, 1924

Miss Irene E. Golden
61 Broadway, N.Y.C.

Carded Mrh

Dear Miss Golden:

With reference to the certificate, dated March 17, 1924, of St. Augustine's School, I have the following to report:

$10,000. U.S. Fourth Liberty 4¼% Bonds at 99.18	$9,918.00
Accrued interest	177.00
	$10,095.00

I am returning the certificate herewith.

Yours very truly,

L G Myers

P.S. This is predicated on the College's use of accrued interest as principal rather than as income.

L G M

March 26, 1924

Dear Mr. Myers:

Thank you very much for your letter of March 24th in which you report a valuation of $10,095 on the Fourth Liberty Loan Bonds certified to in the requisition of March 17, 1924 from St. Augustine's School. I have taken this matter up with Mr. Thorkelson and he informs me that in this particular case the accrued interest on the bonds is regarded as principal, and should, therefore, be added to whatever value is placed upon the bonds themselves as you have indicated.

A meeting of the Executive Committee has been called for next Monday at which time this matter will be presented for approval.

Very truly yours,

Assistant to
Mr. Brierley

Mr. L. C. Myers,
Treasurer's Office.

NC 121

RT. REV. JOSEPH B. CHESHIRE, D.D.
PRESIDENT BOARD OF TRUSTEES

REV. A. D. HUNTER, D.D.
HONORARY PRINCIPAL

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
RT. REV. THOMAS F. GAILOR, D.D., PRESIDENT
REV. ROBERT W. PATTON, D.D., DIRECTOR

RECEIVED
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9
1924
GENERAL EDUCATION BOARD

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867

REV. EDGAR H. GOOLD, M.A., PRINCIPAL

RALEIGH, N. C.

April 7,1924

Mr.W.W.Brierley,
General Education Board,
61 Broadway,
New York City,

My dear Mr.Brierley,

I thank you for your letter of April 3rd,stating that our Liberty Bonds,plus accrued interest,had been avaluated at $10,095.

I am enclosing a statement and requisition for $3,261.94 representing additional cash which we have received since our last report to you, and thus completing the $40,000 which we were to report.

Yours very truly,

Edgar H. Goold

April 10, 1924

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina

My dear Dr. Goold:

On behalf of Mr. Brierley, I wish to acknowledge the receipt of your letter of April 7th enclosing a requisition reporting the collection of $3,261.94 in cash, on the basis of which St. Augustine's School claims the Board's final pro rata payment on account of Pledge No. M-43. This requisition appears to be in good form and is, therefore, being referred to our Auditor for his attention.

Mr. Thorkelson wishes me to say that he would like to talk with you some time about the accounting system now in operation at St. Augustine's School. If it would be convenient for you to stop off at our office the next time you are in New York, Mr. Thorkelson will be very glad to go over this matter with you.

Very truly yours,

Assistant to
Mr. Brierley

IEG-MVL

A C 121

April 3, 1924

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina

My dear Dr. Goold:

I beg to inform you that the United States Fourth 4¼% Liberty Bonds reported in your requisition of March 17, 1924 have been evaluated by our Finance Committee at $9,918, plus the accrued interest on the bonds of $177, making a total of $10,095. The report of said Committee was presented to the Executive Committee of the Board at its meeting held March 31, 1924 at which time the foregoing valuation was approved, and the executive officers were authorized to pay in cash the pro rata principal due from the Board on the basis of said valuation. I am, therefore, referring your requisition of March 17, 1924 to our Auditor for his attention.

Very truly yours,

W. W. BRIERLEY

IBG-MVL

NC 121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

FOUNDED 1867
Rev. Edgar H. Goold, M.A., Principal

RALEIGH, N. C.

April 17,1924

RECEIVED
APR 17 1924
GENERAL EDUCATION BOARD

Mr.H.J.Thorkelson,
General Education Board,
61 Broadway,
New York City,

My dear Mr.Thorkelson,

I understand,from a letter recently received from Miss Golden, that you would be glad to hear something about our method of accounting, and suggest that I call on you the next time that I am in New York. As I am rather uncertain as to when I shall be there I am writing to ask if there is any special information that you desire on this point.

We use here a system which was installed by an expert school accountant a few years ago,and which I believe is considered a very good one,and our auditors have always spoken highly of the excellent way in which our accounts have been kept. I shall be pleased to have you look into it at any time that you are in Raleigh.

Work on our new building has begun and is going along nicely. We feel quite sure that we shall be able to use it when School opens next fall.

I am wondering if it would be appropriate for us to ask the General Education Board at this time for help in another project for which we are endeavoring to raise funds now-namely to renovate and alter the building in which our present class-rooms are situated,so that we may have adequate living quarters for our boys and young men. The whole building needs a thorough overhauling. This will cost,we estimate,between $8,000 and $10,000,and most of it must be done this coming summer.

I have forgotten whether or not you looked over the building when you were here;but I remember that Dr.Sage and Mr.Jackson Davis did so at one time,and saw the necessity of what we plan to do.

I realize that it may be inadvisable to ask the Board to help us in the project before we have completed our Academic building,and, on the other hand,it is of the utmost importance that as much as possible of the work be done this coming summer when the building is not in use. I shall be very glad of your advice in the matter.

I hope very much that you will be able to visit Raleigh soon and see the progress that is being made on our new building.

With all good wishes,believe me

Very truly yours, Edgar H. Goold

April 17, 1924

Rev. Edgar H. Gould, Principal,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Gould:

Replying to your letter of April 17th, I believe your suggestion of a conference on your accounting situation will be entirely satisfactory. At the same time I would be very glad indeed to discuss your other problem of renovating and altering the building now used for classrooms. I will notify you as soon as I can arrange a visit.

Very truly yours,

H. J. THORKELSON

HJT:GW

COLLEGE FILE
W.C.121

May 26, 1924.

MEMORANDUM REGARDING ST. AUGUSTINE SCHOOL RALEIGH, NORTH CAROLINA.

On Wednesday, May 7, Reverend Mr. Goold called to discuss the situation at St. Augustine's School. He explained that they have been quite successful in raising funds for the new building toward which the Board appropriated $40,000, that, in fact they have raised $45,000 for this purpose, and wished to inquire whether it was possible to have the appropriation of the General Education Board increased by $5,000 and also to secure an appropriation from the Board of an additional $5,000 towards $10,000 for repairs now being made to an old building on the plant. I agreed to discuss this with my associates, and after consultation with Doctor Buttrick we both feel that it would be unwise to formally present such a request at this time.

(Signed) H. J. THORKELSON.

HJT*GLG.

C/C121

May 26, 1924

Mr. Edgar H. Gould, Principal,
St. Augustine's School,
Raleigh, North Carolina.

My dear Mr. Gould:

In accordance with our conversation I discussed with the officers of the Board the feasibility of requesting an additional appropriation to enable you to rebuild the older building on the campus, but the officers feel that it would be unwise to present a request of this kind at this time.

Regretting this and with kindest personal regards, I beg to remain,

Very truly yours,

H. J. THORKELSON

HJT:GW

N C 12

Hotel La Fayette
JACK MEADOR, MANAGER
Fayetteville, N.C.

Nov. 11, 1924.

My dear Mr. Thorkelson:-

You asked me to let you know about the progress of the buildings at St. Augustine and Shaw University.

The St Augustine building is practically completed and they are moving in. Only the painting of the radiators and steam pipes remains to be done. The building is strictly fire-proof, modern and convenient. It is as good a building as I have seen and was certainly needed. President Gould is delighted with it and Mr. Aery and I were also.

The building at Shaw has advanced to the third story. That is they had the forms for the concrete built to the top of the second story and were pouring

Hotel La Fayette
JACK MEADOR, MANAGER
Fayetteville, N.C.

in concrete. About twenty men were on the job. President Peacock expects to get into the building in February but I suspect they'll be longer completing the job. I took snap shots of the two buildings but the weather was cloudy and the light poor. When I get back to headquarters I'll have the film developed and send you Kodak views if they come out all right.

The North Carolina educational conference was a great success. Newbold read a report showing marvelous progress and incorporating plans for future development. Supt. Allen followed with a strong talk on the present needs of the school system. The rest of the time was taken up with reports from

Hotel La Fayette
JACK MEADOR, MANAGER
Fayetteville, N.C.

private schools and colleges. There all paid tribute to the service Newbold is giving. Through their reports ran a plaintive note showing the struggle these schools are having to maintain the standards in buildings, equipment and teachers' salaries set by the state in its comprehensive programme of development of state schools for Negroes. They all seemed proud of the progress the state is making, but offered pleas for aid of some kind on the grounds that they had rendered in the past the services which the state is now prepared to render in such a large measure. There was something pathetic in their plea.

The conference of Jeanes agents and county training school prin-

Hotel La Fayette
JACK MEADOR, MANAGER
Fayetteville, N.C.

cipals in the Carolinas, is on here to day and tomorrow. Dr. Dillard, Davis, Dr. Shepardson, S.L. Smith, Caldwell, McCuistion from Arkansas, Walter Hill, Felton and the whole Division of Negro Education of N. Carolina are in attendance. The normal school plant here is apparently entirely completed and makes a fine showing.

I shall go to South Carolina for three days tomorrow afternoon, then to Nashville for the Fisk celebration, then home arriving next Tuesday. I hope to have visited all schools having training teachers and helping teachers by Christmas and to make a report on this work.

With regards to co-workers in the New York office, I remain

Yours sincerely,

Leo M. Favrot.

NC121

November 13, 1924.

My dear Mr. Favrot:

Thank you very much for your very good letter of November 11 regarding the situation at St. Augustine and Shaw. I am particularly pleased to get your favorable comment on the building at St. Augustine, and also to hear of the successful conference with Newbold.

With kindest personal regards, I am

Yours very truly,

H. J. THORKELSON

Mr. Leo M. Favrot
508 Roumain Building
Baton Rouge, La.

HJT AM

Copy

NC121

(Original in folder - Fort Valley High and Industrial School
No Ga 22)

THE AMERICAN CHURCH INSTITUTE FOR NEGROES

281 Fourth Avenue, New York

March 31, 1925.

Miss Mildred S. Duncan
General Education Board
New York City

My dear Miss Duncan:

Your letter of March 24th, in response to mine of previous date, saying that the General Education Board would be glad to have cheques covering the Board's appropriation to the Fort Valley School made out to our Treasurer, Mr. Louis J. Hunter, 281 Fourth Avenue, New York, has been called to my attention on my return to my office. Please accept my thanks for this arrangement.

We would be very glad indeed if the same procedure can be adopted as to any other gifts made to any of our schools from time to time. For your convenience I am stating below the names of those schools to which you have already been kind enough to make appropriations, as well as those for which we may wish to ask your assistance in the future.

St. Paul Normal and Industrial School, Lawrenceville, Va
St. Austine's School, Raleigh, N. C.
Okolona Normal and Industrial School, Okolona, Miss
Fort Valley High and Industrial School, Fort Valley, Ga.
Hoffman-St. Mary's School, Mason, Tenn.
Voorhees Normal and Industrial School, Denmark, S. C.

Again thanking you for your compliance with our request, I am

Faithfully yours,

(Signed) Robert W. Patton
Director

A Copy

NCC 124

Department of Public Instruction
State of North Carolina

May 12,1925

Principal Edgar H.Gould,
St.Augustine's School,
Raleigh,N.C.

My dear Sir:-

Superintendent Allen has approved your statement about recommendations made in connection with the rating of St.Augustine's School. I take pleasure in informing you,therefore, that your school is rated as a Standard Junior College for the people of the colored race,and the graduates will be entitled, therefore,to all the rights,benefits,and privileges which such standard junior college graduation confers.

With all good wishes,I am,

Cordially yours,

J.Henry Highsmith.

Supervisor of High Schools

V NC121

SAINT AUGUSTINE'S SCHOOL

RALEIGH, NORTH CAROLINA

Visited May 21, 1925

President Goold went over with me the proposed plans for a new dormitory for girls. This building will be placed in line with the other dormitory for girls, opposite the new classroom building. There are 160 girls living in the dormitories, 48 of them being in the old frame building. This building needs to be remodeled and repaired. The plan is to convert all of the first floor into a dining room and kitchen and to remove the domestic science class rooms upstairs, and do away entirely with the dormitory rooms in this building.

The plans for the new building call for a central unit with two wings to be added later. The central part is estimated to cost $60,000. The complete building will cost approximately $100,000.

Enrollment:

Junior College:		
2nd year	7	
1st "	16	23
High School		207
Normal Department (Senior High School)..		6
Elementary grades 1 to 7		192
Special		3
Nurse training		41
TOTAL -----		472

There will be erected on the campus this summer the Bishop Tuttle Memorial House for the training of colored women church workers. This building will cost $30,000 and will provide two class rooms, 12 student rooms with dining room and kitchen and

matrons and directors rooms. The entire expense will be met by the National Womens Auxiliary, which will also provide funds for current expenses.

St. Augustine's is rated by the State Department of Education as a standard Junior College. The new dormitory is needed to develop the college work. President Goold requests a contribution towards $60,000.

Jackson Davis

N. C 121

June 1, 1926

My dear Rev. Gould:

Mr. Jackson Davis was in the office last week and left with me the certified report of A. M. Pullen and Company showing the financial status of St. Augustine's School as of May 31, 1926. He also left with me the plans for the proposed girls' dormitory. I am returning these with the financial statement as I assume you wish them for your files.

Would it not be well the next time you have an audit made to suggest to the auditor a study of Mr. Arnett's book on College and University Finance, for I think he might find some suggestions of interest in the preparation of the balance sheet. I am delighted with his statement of income and expenses and his analysis of the departmental expenses.

In connection with the proposed dormitory, if you wish to submit a formal request for a contribution toward this, we will be glad to mature the project and present it to the Board. It may be that you will wish to send us

Yours very truly,

H. J. THORKELSON

Rev. E. E. Gould, Principal
St. Augustine's School
Raleigh
North Carolina

NC 121

Recorded
7n80

Rev. Joseph B. Cheshire, D.D.
Honorary Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL
A JUNIOR COLLEGE
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

June 6, 1925.

	H. J. T.	JUN 8 1925	WJT	6-8-25

Mr. H. J. Thorkelson,

61 Broadway,

New York City, N. Y.

My dear Mr. Thorkelson;

I am hereby making formal application to the General Educatinn Board for aid toward the erection at St. Augustine's School of our proposed dormitory for older and more advanced girls. If we can secure this dormitory, it will enable us to use our present building, which is housing about fifty girls, for an enlarged dining room and for domestic science and will get our girls out of a frame building which is unsuitable and rather unsafe. I am enclosing a copy of the tentative plans. The central portion of the building is what we propose to erect as soon as possible at an estimated cost of $55,000 to $60,000. The architect is Mr. G. Murray Nelson, the one who drew the plans for our Academic building toward which you gave us such generous aid. I shall be very glad for any aid in turning the project.

I have given a copy of Mr. Arnett's book to our auditor and have asked him to read it in connection with our next audit.

With best regards, believe me

Very truly yours,

Edgar H. Goold

June 8, 1925

My dear Doctor Gould:

Thank you for your letter of June 6, together with the plans and statement regarding the proposed girls' dormitory. This gives us all the data we need at this time for the consideration of your application which will be carded for presentation to the Board.

With kindest regards, I am

Yours very truly,

H. J. THORKELSON

Doctor Edgar H. Gould, Principal
St. Augustine's School
Raleigh, North Carolina

HJT:MSD

PROPOSED GIRLS DORMITORY - ST. AUGUSTINE SCHOOL,

R A L E I G H N. C.

The accompanying sketches are so arranged as to permit a future extension where indicated by light lines. The central unit might be built at this time with the two end units omitted until later.

BASEMENT

The basement is arranged to include small laundry and drying room for the use of students in taking care of special clothing and, adjoining this is a small kitchen connecting with Dining Room which might be used for Birthday parties, etc. The two future wings could be used for swiming pool and gymnasium as indicated or any other purpose as might be considered advisable at a later date.

FIRST FLOOR

The first floor consists of large terrace accross the front, a reception room and solarium with fireplace in each, Matron's suite, guest suite, 8 double student's bed rooms, two completely equipped toilets and bath rooms, janitor's broom closet, linen closet and a small student's store closet where small purchases may be made and which could be in charge of the maid whose desk could be in the alcove at entrance opposite the telephone alcove. The future extension, when the two wings are added would increase the first floor by 12 rooms.

SECOND FLOOR

The second floor is similar in layout to the first floor with the exception of the omission of guest room and matron's rooms which permits the provision of 14 double student's rooms in the first unit with 12 additional rooms in the 2 units laid out for future construction. The second floor also provides a study room and library and private bath and dressing rooms for teachers which may have rooms in this Dormitory. [illegible]

The Central unit, which is shown in heavy lines, can be built in fireproof construction at a figure between $55,000.00 and $60,000.00. The complete building for a figure not exceeding $98,500.00.

NC 121

September 30, 1925. GMC

Memorandum for Dr. Sage
on
ST. AUGUSTINE'S SCHOOL

The General Education Board has made the following appropriations to St. Augustine's School:

For teachers' salaries - $2,000 for 1920-21
1,500 for 1921-22
500 for 1922-23

$2,000 toward $4,000 for constructing and equipping model farm home

$5,000 toward $10,000 for a teacher training building

In May 1923, $40,000 toward $80,000 for the erection and equipment of a classroom building (Paid in full)

Under date of June 6, 1925, President Gould made application to the General Education Board for aid in the erection of a dormitory for older and more advanced girls, which will enable them to use the present building which houses about 50 for an enlarged dining room and for domestic science, and will also get the girls out of the frame building which is unsuitable and rather unsafe. The tentative plans and minute specifications for this building are in our office. President Gould says:

> "The central portion of the building is what we propose to erect as soon as possible at an estimated cost of $55,000 to $60,000. The architect is Mr. G. Murray Nelson, the one who drew the plans for our Academic Building, toward which you gave us such generous aid. I shall be very glad for any aid in maturing the project."

The latest financial statistics on file are for the year ended May 31, 1922, which we summarize below:

General Endowment -	securities and cash,	$44,086.19	
	Anniversary fund securities,	11,295.	
	Cash for designated purposes	4,119.84	59,501.03

Value of Plant -	Land	$ 56,250	
	Buildings & Fixed Equipment	210,436.29	
	General Equipment	20,526.67	$287,212.96

Income 1921-22

Tuition	$ 7,431.47	
Interest from Endowment	3,297.87	
Board	26,857.60	
Trade and industries	127.15	
Farm	1,118.31	
Rents	100.00	
Miscellaneous	593.27	$ 39,525.67
Donations and Appropriations:		
Board of Missions	28,232.93	
General Education Board	1,500.00	
John F. Slater Fund	600.00	
Rev. E. M. Forbes Fund	159.23	
Harriett Blanchard Legacy	3,780.26	
Miscellaneous	1,701.63	35,974.05
		$ 75,499.72

Expenses

Academic and Normal	16,123.08	
Agriculture	3,950.89	
Trades and Industries	2,202.71	
Boarding	28,670.11	
General Maintenance	13,427.10	
Administrative	5,278.38	
	69,652.27	
New Equipment	4,823.86	74,476.13
Net operating surplus,		$ 1,023.59

Note - The Boarding Department is run at a loss - this year of $1,812.51

The amount spent for teachers' salaries that year was $19,476.50 or 38% of the total current expenses, an increase of $2,790.25 over the previous year.

The amount expended for Student Labor also increased considerably that year over the previous year - from $3,273 to $4,337.25.

The other items show a moderate increase which would naturally result with an average growth.

In May 1925 St. Augustine's School was rated as a Standard Junior College for the colored race by the State Department of Education, and its graduates "will be entitled, therefore, to all the rights, benefits, and privileges which such junior college/ graduation confers".

Enrollment 1924-25:

Junior College	23	
High School	207	
Normal Department (Sr.H.S.)	6	
Elementary Grades - 1-7	192	
Special	3	
Nurse Training	41	472

One hundred and sixty girls were living in the dormitories, 48 of whom were in the old frame building.

In Mr. Davis' Report of visit made May 21, 1925, he says that the Bishop Tuttle Memorial House for the training of colored women church workers would be erected "this summer" - to cost $30,000 - which would provide 2 class-rooms, 12 student rooms with dining room and kitchen, etc., the entire expense of which would be met by the National Women's Auxiliary. (No data on file to show whether this was done or not.)

St. Augustine's School was chartered in 1867 and is the oldest of the schools under the auspices of the American Church Institute for Negroes. It is unique in that it has from the beginning upheld "cultural education". Many of the graduates of the School become teachers, for which there is great demand. Considerable industrial training is given; from the above figures on enrollment, it will be seen that about half is of secondary grade. A farm of about 110 acres is operated by the School.

COLLEGE FILE N.C.14

COPY

(Original in folder - Fla-38.)

Confidential Memoranda Relating to the Trip Taken by Mr. Davis and Myself, October 1925.

****

St. Augustine's School, Raleigh. This institution is now rated by the State Educational authorities as a Junior College with 27 students of college grade. The people in control of the institution propose to make this the head of the educational system of Negro institutions, ultimately developing it into a four-year standard college. The proposition which has been presented to us is for a dormitory for girls. The school now has a good dormitory for girls which accommodates 108. They wish to add to this building a wing which will provide for about 80 in addition. A majority of those now occupying the dormitory at the present time are of secondary and elementary grade. In the light of the proposal to make this a standard college, we do not see the necessity of providing living accommodations for those other than college grade. They propose to convert a frame dormitory into a dining hall and class-rooms for girls industries. It is a question whether this arrangement would be either economical or satisfactory.

(Signed) E. C. SAGE

" JACKSON DAVIS

Raleigh, N. C.
Oct. 16, 1925

NrC121

November 28, 1925.

My dear Dr. Gould:-

At the Twenty-third Annual Meeting of the Members and Trustees of the General Education Board held November 19, 1925, the officers presented your letter dated June 6th, making application on behalf of St. Augustine's School for aid in constructing and equipping a dormitory for girls, estimated to cost $100,000. I am instructed to inform you that the Board did not find it practicable to grant the request.

Regretting the disappointment which this announcement may cause you, I am

Very truly yours,

Dr. Edgar H. Gould,
St. Augustine's School,
Raleigh, North Carolina.

WEB/CMC

COLLEGE FILE W.C.F.21

Memorandum re St. Augustine School, Raleigh, N.C.

Tuesday, December 4, 1925, I visited St. Augustine School with Mr. Ferguson of the Department of Public Education. We met Mr. Gould, the Principal, who conducted us through the Hunter School, a reinforced concrete structure built at a cost of $80,000, toward which the General Education Board contributed $40,000. This building is very well planned, well built, and is serving the purpose of the institution in an exceptional degree. I am of the opinion that in many respects more has been secured for the money expended in this building than for the science building at Shaw University.

H. J. Thorkelson

HJT

HJT MSD
December 14, 1925

NC121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

A JUNIOR COLLEGE
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

December 14,1925

Mr.Jackson Davis,
Atlantic Life Building,
Richmond,Va.,

My dear Mr.Davis,

I am enclosing a copy of a letter which I sent to Dr. Patton shortly after our conversation in Richmond. Today I received a letter from him containing the following statement:-

"At the meeting of our Board of Trustees on December 7th,I presented the substance of your letter of November 25th,with the statement defining the needs of St.Augustine's School,and the plan to establish a full college course there. I also asked the Board for approval of your plan to apply to the General Education Board for assistance. The Board of the Institute expressed their gratification,approval and authorization in the following resolution.

> Resolved:That we have heard with interest and approval the proposal of the Principal and Board of Trustees of St.Augustine's School to establish a full college course at St.Augustine's,and pledge our efforts to cooperate in every way in our power to aid in its realization.

I am sure you know how fully I agree with you in all your plans and there is no reason for me to enlarge upon my previously expressed views. I congratulate you on the whole hearted approval given the proposal by the Board of Trustees of the Institute."

In view of this I am proposing to make an application to the General Education Board for aid in carrying out this program. Would it be possible for you and Dr.Sage to visit us before we file a formal application,so as to give me some advice in the matter,as there may be some changes which you would suggest,and I am anxious to have your expert opinion as regards our program? I hope that one or both of you will be able to do this soon,as I should be glad to have the matter considered by the Board and its officers at the earliest possible moment.

With kind regards and best wishes,believe me

Very truly yours,

Edgar H. Goold

NC121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

CHM

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

A JUNIOR COLLEGE
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

November 25,1925

My dear Dr.Patton,

In accordance with our recent conversation I am writing to state my firm belief that the time has now come when St.Augustine's should definitely announce the time for the beginning of the regular four year College Course leading to appropriate Degrees. I also feel strongly that this assurance should be given to our graduating class of this year,which would mean that the four year Course would be in full operation not later than 1930. This class is a good sized one of about forty and would make a splendid nucleus for a College class.

It has become apparent that a Junior College Course is attractive to but few students who desire a full College Course,so that students who graduate from other Institute schools and from our own High School Department are not likely to come in any numbers to a Junior College. Furthermore the State Educational Department is now planning to require at least three years of College work for a High School teacher's Certificate in place of the two years,or Junior College,work heretofore required.This means that we must either go forward or lose what we now have. I may add that Mr.N.C.Newbold,the State Director of Negro Education in North Carolina,is in hearty sympathy with the proposal that St. Augustine's inaugurate a full College Course,and would be glad to see the start made. His interest and support are very gratifying.

The presence of the Training School for Women Church Workers and the prospect of having the Bishop Payne Divinity School here combine to make it very advisable to announce a definite College policy. Our Negro clergy and leaders are unanimous and insistent in urging that we have a full College Course.

To institute this Course would involve the following minimum requirements if we are to be given adequate recognition by the State Educational authorities:-

1.A minimum additional income of $15,000 to $25,000 a year,when the full Course is in operation. From $5,000 to $8,000 of this amount should be available in 1927;from $10,000 to $15,000 in 1928;and from $15,000 to $25,000 in 1929.

2. The necessary building program would be as follows:-

(a) A girls'dormitory for the older and more advanced girls. At present over fifty of our girls are in the old wooden Domestic Science, Dining Hall building which should be taken down as soon as possible and replaced by another building. This new dormitory would be adapted to College girls, and women of the College Faculty and is very necessary if we are to undertake a full College work for them. The cost of building and equipping such a dormitory would be about $60,000.

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary Principal

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. Thomas F. Gailor, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

A JUNIOR COLLEGE
Rev. Edgar H. Goold, M.A., Principal
RALEIGH, N. C.

(b)A Domestic Science and Dining Hall building to replace the present unsafe and unsatisfactory one. A modern well equipped and fire-proof building for this purpose could be erected for about $60,000.

(c) A Library building to cost with equipment about $40,000. This is becoming more and more a necessity as our present Library quarters are very cramped both for book and reading space. The Librarian tells me that even now the students who come to the Library are being turned away because there is no place for them to sit and read. A good Library is an essential for real College work. It is therefore one fo our chief needs.

(d) A central heating plant. This would be a great advantage in helping us to economize in our fuel bills,and would furnish a steady and reliable heat to all our buildings. Such a plant is getting to be considered an essential feature of modern Institutions. The cost of making a beginning of such a system would be about $25,000,while to provide for the entire plant would probably cost about $60,000.

(e) For additional housing facilities for the enlarged Faculty which College work would necessitate we should allow about $15,000.

You will see from the foregoing that our proposed development calls for a building program of at least $200,000,and an additional income equivalent to not less than the interest on a capital sum of $300,000.

I sincerely hope that the Institute Board will endorse this program and give assurance that it will stand behind the project financially and otherwise. If this is done it will greatly strengthen any requests for aid that we may make to philanthropic Boards and individuals. The time has now come when I am convinced that St.Augustine's must either advance or fall back in her educational program,which is so closely conne cted with the educational program of the entire Institute system,and I earnestly hope that the Institute Board will use its resources and prestige to enable St.Augustine's to go forward,and thus realize the long cherished aspirations of so-many Negro people.

With all good wishes,and kind regards,believe me

Very faithfully yours,

Edgar H. Goold

December 16, 1925

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina

My dear Dr. Goold:-

Thank you for your letter enclosing copy of your letter to Dr. Patten, outlining the things needed by St. Augustine's School in order to develop a full college course. I am taking up this matter with Dr. Sage and as soon as I hear from him I shall write you further.

With all good wishes;

Sincerely yours,

JD-M

~~COLLEGE FILE~~

January 4, 1926.

N.C-121

Memorandum

St. Augustine's School, Raleigh, North Carolina.

In conference with Mr. Davis, this memorandum is prepared.

The application on file from St. Augustine's School should be considered in the light of certain general facts, such as the following:

1) The Church Institute for Negroes, under the efficient and inspiring leadership of Dr. Patton, is rapidly coming to the front among Church Agencies in the field of Negro Education, its present annual resources aggregating about $160,000. Large plans are being laid to add materially to this sum.

2) It is the clearly defined policy of the Institute to concentrate its work in the field of higher education at Raleigh. This will involve not only raising St. Augustine's School to the rank of a college, but the bringing to that school of the Divinity School now located at Petersburg, Virginia.

There are other features of the situation deserving attention by our office. Among them are the following:

1) The School is located in the City of Raleigh, where there is now a Baptist institution (Shaw University) doing work in the field of higher education.

2) Raleigh is located in a state which abounds in potential if not ~~now~~ actual colleges for Negroes. Among these may be mentioned Johnson C. Smith University (Biddle), which shares in the Duke Foundation; Kittrell College at Kittrell, A.M.E., which likewise shares in the Duke interests; Livingstone College at Salisbury, which is the single institution of the large group of colored people known as the A.M.E. Zion - 500,000 members.

Two or more state institutions, ambitious to be colleges - the Slater Normal at Winston-Salem, North Carolina College for Negroes at Durham, and the Agricultural and Mechnical College at Greensboro, which for many years has claimed to be in the field of higher education.

In a measure offsetting these facts just mentioned, attention may be called to this: That Raleigh is well located with respect to the other schools fostered by The Interchurch Institute. For example, Fort Valley High and Industrial School in Georgia, Voorhees in South Carolina, St. Paul's in Virginia.

The program now submitted has been carefully worked out and seems to be practical and feasible - namely to raise for buildings $235,000 and for endowment, $300,000 - a total of $535,000.

Mr. Davis and I are favorable to the proposition to recommend $100,000 toward the $235,000 for buildings, it being our understanding that, without entering it as a condition, the friends of the School will add the $300,000, if possible, for endowment.

E C Sage

E. C. S.

ECS/GMC

NC-12

COLLEGE FILE

Resolutions adopted by the Executive Committee of
the Board of Trustees of St. Augustine's School,
March 26, 1926

Whereas:

An ever increasing number of Negro youth in North Carolina and elsewhere are prepared and eager to secure a College education, and

Whereas:

St. Augustine's School, originally chartered as St. Augustine's Normal School and Collegiate Institute, has been and is the Institution of the Episcopal Church especially designed to train Negro leaders and teachers, and

Whereas:

The American Church Institute for Negroes, and the State authorities in charge of Negro Education in North Carolina, as well as numerous representative Negro leaders and clergy are in hearty sympathy with the ideal of developing a full College Course at St. Augustine's School, at present an accredited Junior College.

Be it resolved:

That the Trustees of St. Augustine's School, through their Executive Committee, record their conviction that the time has now come for inaugurating steps looking to the development of a full College Course at St. Augustine's Junior College, and express the hope that it will be possible to provide such a Course for students entering the College Department as freshmen in the fall of 1926; and be it further resolved:

That in order adequately to provide for the establishment of such a College Course the friends of the Institution and others interested in Negro education and progress be asked to aid in securing a fund of at least $500,000, approximately $200,000 of which is needed for additional buildings and equipment, and $300,000 for additional endowment.

Sent by Pres. Gould
Office - State Department
Mch. 31, 1926

NC-12

COLLEGE FILE

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March 26, 1926

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Left by Pres. Gould
Office - State Department
Mch. 31, 1926

COLLEGE FILE
NC-121

GRADUATES

ST. AUGUSTINE'S SCHOOL, RALEIGH, WAKE COUNTY, NORTH CAROLINA

(Report - 1886-1923)

	Tchrs.	Ministers	Graduate Nurses	Students in Other Colleges	Others	Total
N.Carolina	85	6	42	3	42	178
Other States	25	15	69	18	95	222
TOTAL	110	21	111	21	137	400

T E A C H E R S

NORTH CAROLINA.

County	No.	County	No.	
Beaufort	4	Mecklenburg	4	
Buncombe	1	Moore	1	
Chowan	1	Nash	3	
Craven	1	New Hanover	3	
Cumberland	3	Pitt	1	
Durham	5	Polk	1	
Edgecombe	5	Pender	3	
Forsythe	4	Scotland	1	
Guilford	4	Rowan	2	
Halifax	2	Vance	1	
Harnett	1	Wake	31	
Martin	3	Warren	1	85

OTHER STATES

Alabama	2	Tennessee	1	
Florida	4	Texas	2	
Georgia	5	Virginia	2	
Maryland	1	New York	2	
South Carolina	4	Washington(City)	2	25

TOTAL TEACHING 110

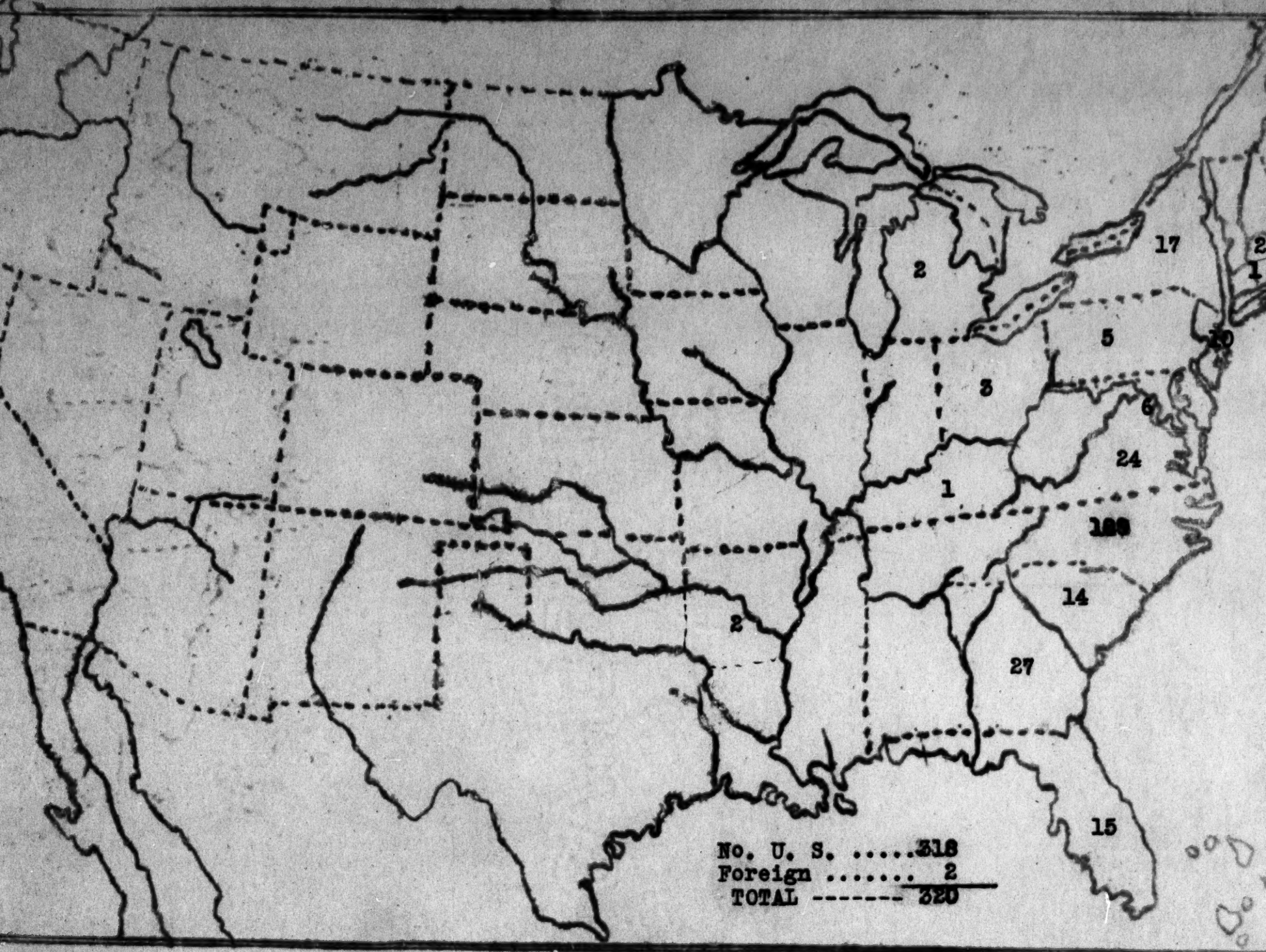
ST. AUGUSTINE'S SCHOOL, RALEIGH NORTH CAROLINA

ENROLLMENT --1926-27--

STATES	Junior College	Academic (H.S.)	TOTAL
Arkansas	2	-	2
Connecticut	-	1	1
Florida	-	15	15
Georgia	4	23	27
Kentucky	-	1	1
Massachusetts	-	2	2
Michigan	1	1	2
New Jersey	1	9	10
North Carolina	30	159	189
New York	3	14	17
Ohio	-	3	3
Pennsylvania	-	5	5
South Carolina	3	11	14
Virginia	5	19	24
Washington, D.C.	1	5	6
British Guiana, S.A.	-	2	2
TOTAL	50	270	320

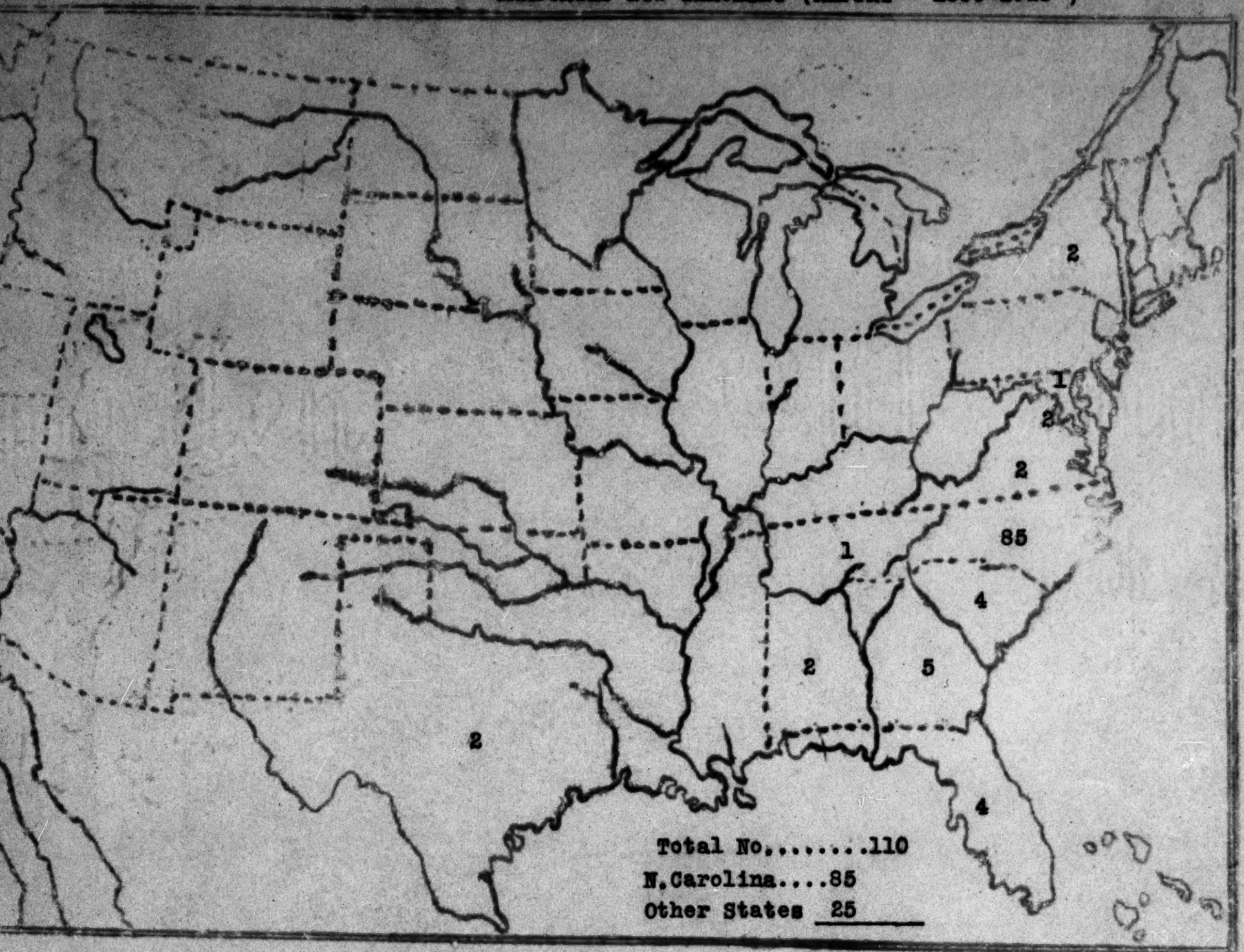
October, 1926

ST. AUGUSTINE'S SCHOOL, RALEIGH, NORTH CAROLINA --ENROLLMENT-1926-27-



No. U. S. 318
Foreign 2
TOTAL ------- 320

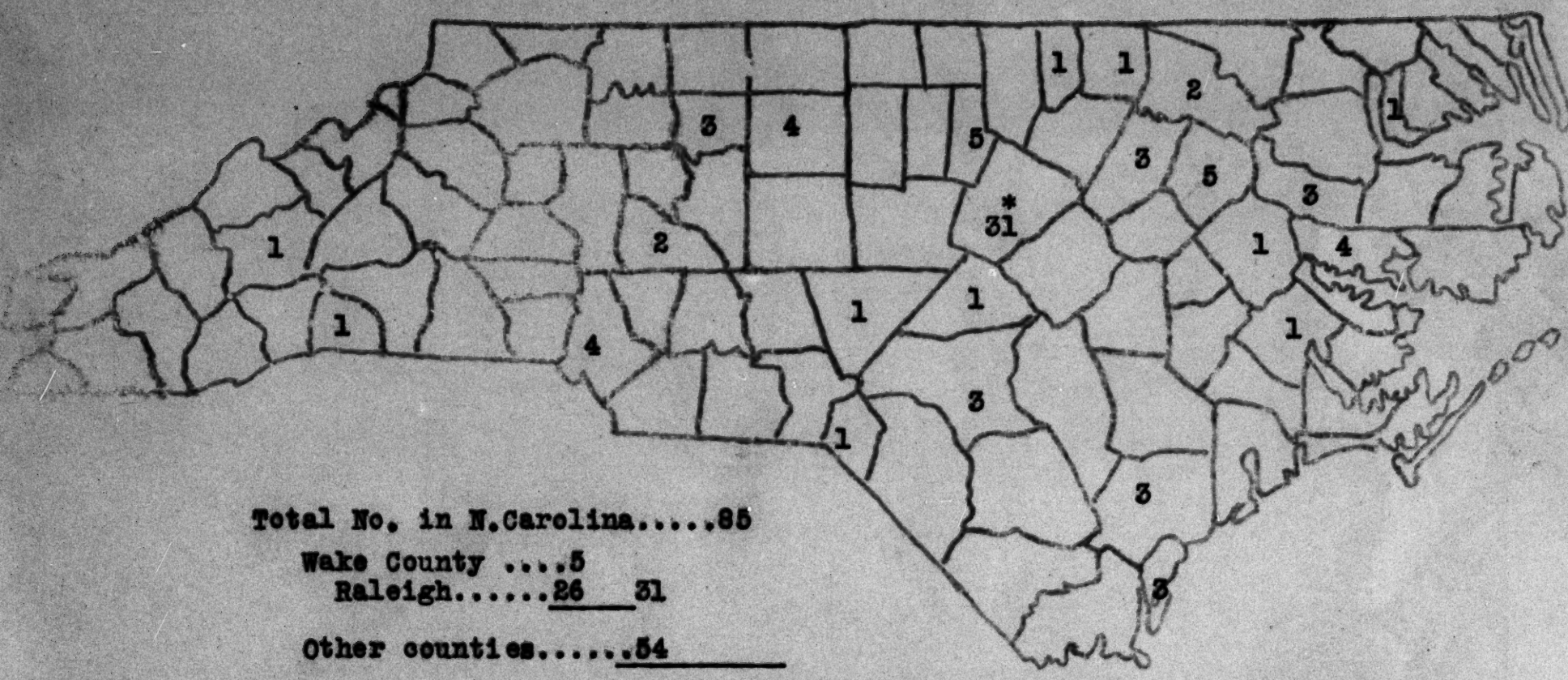
ST. AUGUSTINE'S SCHOOL, RALEIGH, NORTH CAROLINA
GRADUATES NOW TEACHING (REPORT - 1886-1923)



Total No.,.....110
N.Carolina....85
Other States 25

ST. AUGUSTINE'S SCHOOL, RALEIGH, WAKE COUNTY,
NORTH CAROLINA

GRADUATES TEACHING IN NORTH CAROLINA -
(Report of Graduates-1886-1923)



Total No. in N.Carolina.....85

Wake County 5
Raleigh.....26 31

Other counties.....54

NC121

St. Augustine's School

On Friday, October 1, 1926, Mr. F. L. Shaw and I visited St. Augustine's School. Under date of March 26, 1926, the Executive Committee of the Board of Trustees had approved a program of developing a full college course, and requested the friends of the School to aid in providing $200,000 for additional buildings and equipment, and $300,000 for endowment. This plan has been approved by the American Church Institute for negroes.

We met President Goold who reviewed the needs of the School. In 1925-26, the enrollment of the school was as follows:

	Total	From State	From Other States
Second year college	10	2	8
First year college	17	7	10
Fourth year high school	39	28	11
Third year high school	66	39	27
1st + Second year high school	135	79	56
Senior normal class	10	7	3
Seventh grade	28	19	9
Sixth grade	26	17	9
Fifth grade	18	13	5
Fourth grade	17	17	0
Third grade (1924-25)	15	15	0
Second grade(1924-25)	14	14	0
First grade (1924-25)	30	30	0
	425	287	138

It will be observed that there were 27 college students, of which 9 came from North Carolina. Of 240 high school pupils, 146 came from the state. Most of the 158 elementary pupils came from the state.

This School was chartered in 1867 by North Carolinians for a 30 years' period, and rechartered for a period of 99 years. It is the oldest of the schools under the auspices of the American Church Institute for Negroes (Episcopal). There are about 40,000 colored Episcopal people of which about 4,000 live in North Carolina. In 1924-25 the Institute donated $36,000 for the operation of the School. It proposes to make the school the head of all schools supported by the denomination, all of which are secondary schools with the exception of St. Augustine's.

The campus is excellently situated on the outskirts of Raleigh. A well built brick dormitory will house about 100 boys. A substantial brick dormitory will house about about 100 girls. An old residence is now used to house 60 more girls. There are 262 boarders. Of these 26 are college students, 193 are high school students, and 53 are elementary students. The General Education Board aided in the erection of the main class room building. The Library is housed in one end of an attractive stone building, the other end being used as an assembly hall. More space is needed for library purposes. A brick building houses industrial work. There is a 110 acre model farm. In addition to the School, the Trustees carry on a School of Social Service housed in a brick building. In this School are enrolled 12 students. There is also a nurses training school and a hospital.

This year there are 30 in the freshman class, and about 15 in the sophomore class. It is the plan to take the present freshman class through a four year college course. The elementary school will be retained for practice teaching in the training of elementary teachers; the high school will be reduced until it serves as a practice school for the training of high school teachers.

The needs of the School as defined by the authorities may be summarized as follows:

1. Girls dormitory to house 60 girls, to replace the frame dwelling now being used	60,000.00
2. Domestic Science and Dining Hall	60,000.00
3. Library Building	40,000.00
4. Central Heating Plant	60,000.00
5. Teachers Homes	15,000.00
	$235,000.00
6. Endowment to provide additional income of $15,000 to $25,000	300,000.00
	$535,000.00

It is the plan of the president to train both elementary and high school teachers. The cost of maintaining two practice schools, and the existance of more adequate

provision in the State normal schools for training of elementary teachers makes it questionable whether this plan will prove desirable. If it is determined to train high school teachers, the need of maintaining the elementary practice school would not exist. The reduction of high school classes and the elimination of elementary grades would release dormitory space for college students. To aid in providing buildings might tend to encourage the present plan.

With respect to the need for endowment, it is to be observed that the school at present has a greater assured income than Shaw University. This school will not have the appeal in the State that Shaw University has since there are many negro baptists in the State and but few negro Episcopalians. Consequently, in future it could not claim the financial support from many colored people. It is a missionary enterprise, doing excellent work. Its support, other than from students, comes wholly from white people who live in the North and in the South. It is work <u>for</u> and not with the negroes. Their present plans do not comtemplate anything other than missionary control and support, so far as we are able to learn. It undoubtedly has good relations with southern whites, better perhaps than Shaw University. Yet there are not many Episcopalians in the South compared with Baptists, and it could not have the same appeal as Shaw were it to ask for funds.

We feel that with the strong support it has, it will accomplish its purpose without aid from the General Education Board, and in that accomplishment, lack of resourses will restrict its endeavors to more desirable development, i.e. the training of high school teachers. The problem of endowing this institution aside from that of northern control and support, must be stated in terms of the future of an institution which at present draws so large a part of its student body from other states where good college facilities at so moderate a cost are not now attainable. When such facilities are developed, its service to the state

will be as a non sectarian institution, drawing its students by the excellence of its instruction.

We recommend that the application of March 26, 1926 as made by the Executive Committee of the Board of Trustees of the College be declined. At a later stage of development, its educational program may be clearly defined, and the desirability of its permanance be manifest by virtue of its service to the people of the State.

T. L. Hungate

NC121

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Frank P. Bachman, Director
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Trevor Arnett
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Raymond B. Fosdick
Owen D. Young

H. J. T. JAN 19 1927

JACKSON DAVIS, GENERAL FIELD AGENT
504 ATLANTIC LIFE BUILDING
RICHMOND, VA.

C M&S Card M&S

January 18, 1927

Mr. H. J. Thorkelson,
General Education Board,
61 Broadway, New York City

Dear Mr. Thorkelson:-

I enclose herewith formal request from Rev. Edgar H. Goold, President of St. Augustine's School, Raleigh, North Carolina, together with a copy of the auditor's report. Perhaps you will have time to look over this material before I see you on Monday, January 24th. I am in favor of helping St. Augustine's School. It is rather interesting that it comes up at the same time as Livingstone College, since each of these institutions represents the central effort of a large denomination in college work.

I am in favor also of helping Livingstone. I will send the data as soon as I have received some additional information from President Trent.

With best wishes,

Sincerely yours,

Jackson Davis

ENCS.

January 17, 1927

Rev. Edgar H. Goold,
St. Augustine's School,
Raleigh, North Carolina

My dear Mr. Goold:-

Thank you for your letter of the 13th, and for the information which you are sending. I was glad to see you and talk with you about the plans for the development of St. Augustine's, and I shall take pleasure in discussing the situation with the officers of our Board.

With best wishes,

Sincerely yours,

P.S. We have received all of the statements, and appreciate your prompt response to my request.

NC 121

Enrollment of Students
in
St.Augustine's School,Raleigh,N.C.
~~t. Aug~~ : January 13,1927

St.Agnes Training School for Nurses	30
Bishop Tuttle School for Social and Church Workers.	5
Junior College	49
Secondary Department	273
Elementary Grades (Practice School)	133
Total	490

Boarding Students.....288

Nurses 30
Tuttle School 4
342

Concerning
Auditor's Report &
Budget under
separate cover: also a
copy of letter to G. E. Bond.
to Dr. Potter.

Eastport
Dec. 13, '27

NC 121

NC 121

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees

Rev. A. B. Hunter, D.D.
Honorary President

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. John Gardner Murray, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S SCHOOL

A JUNIOR COLLEGE
Rev. Edgar H. Goold, M.A., President
RALEIGH, N. C.

January 13,1927

Recorded
M S D

General Education Board,
61 Broadway,
New York City.

Gentlemen,

I am writing to ask your Board for aid in the building program of St.Augustine's School,Raleigh,N.C. Our pressing need is for a girls'dormitory to accommodate about sixty girls,the cost,with equipment,to be about $65,000,and for a building to contain a suitable dining hall,Domestic Science rooms,etc.,to cost with equipment about $55,000, making a total of $120,000.

At present we have about fifty girls housed in an old wooden structure,worn out and dangerous. Our dining hall,Domestic Science rooms,etc. are in the same old building and altogether inadequate.

St.Augustine's is now an accredited Junior College,and is in process of developing a full College Course for the colored work of the American Church Institute for Negroes,which has under its supervision ten schools in various parts of the South. It would be the College center of this system and would draw its students,as it does now,from all parts of the South as well as from other parts of the country. With it are now affiliated St. Agnes Hospital,with its Training School for Nurses,and the Bishop Tuttle School for Social Service and Church Workers. St.Augustine's is therefore a strategic place for education.

It is not our aim to increase materially the size of our Institution by these new buildings;but rather to provide adequately for about our present number of students. The girls'dormitory will be used for the College and older girls. Both buildings are on the list of needs approved by the American Church Institute for Negroes,the Rev.Dr.R.W.Patton,Director.

If your Board decides to help us in the erection and equipment of these two buildings I earnestly ask that the conditional gift toward each building be available as soon as the required amount for the building in question is raised. The girls'dormitory should be erected first, and then the building for the dining hall,etc.

The erection of these buildings is part of the general program for developing College work at St.Augustine's,which includes ultimately a building program calling for at least $200,000 and an additional income equivalent to the interest on $300,000.

Hoping that your Board will help us in our efforts by contributing towards the erection of the two much needed buildings,believe me

Very truly yours,

Edgar H. Goold
President

NC 121

February 3, 1927

My dear Mr. Favrot:

Thank you for your letter of January 29. I read it at our conference yesterday, and after a long consultation, it was decided to recommend favorable action on the application of St. Augustine in spite of what you said.

Yours very truly,

H. J. Thorkelson

Mr. Leo M. Favrot
1109 Louisiana Bank Bldg.
Baton Rouge, Louisiana

HJT MSD

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Public School Education
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W. W. Brierley
Auditor
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H. J. T. FEB 1 1927

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

LEO M. FAVROT, FIELD AGENT
1109 LOUISIANA BANK BUILDING
BATON ROUGE, LA.

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James H. Dillard
Charles P. Howland
Trevor Arnett
James R. Angell
Raymond B. Fosdick
Owen D. Young

January 29, 1927

Mr. H. J. Thorkelson
General Education Board
61 Broadway
New York City

My dear Mr. Thorkelson:

I can't help feeling that it would be a mistake for the officers of our Board not to bring the request of St. Augustine's at Raleigh, North Carolina, before the Board with recommendations for an appropriation. I want to advance some of the reasons why we ought to help St. Augustine and answer some of the arguments against helping them.

The reasons for helping them are as follows:

1. St. Augustine is the head of a system of schools for Negroes maintained by the Episcopal Church and the only one in the South doing college work.

2. The standards of conduct, culture and scholarship are apparently of the highest type.

3. The school is supported, in increasing measure, by a church group in the South made up of individuals who exert wide influence, and who represent the most cultured group perhaps in the South.

4. The school needs our help. The dormitory which now houses most of the girls is deplorably inadequate.

5. The proposed building programme is not a programme of expansion, but of replacement of old parts of the plant by newer and more modern types of buildings.

6. The Board thought well enough of the school to give half the cost of the new classroom building. At

a time when the school is rounding out and completing its quarters, it doesn't seem consistent for the Board to desert it.

Regarding the arguments against helping the school:

Messrs. Shaw and Hungate have advanced the argument that the school is not needed in the North Carolina school system. In reply I would say that it is not merely intended to serve North Carolina but to serve the South. It happens to be located in North Carolina and I think its president is making every effort to work in cooperation with the school forces in North Carolina.

In reply to Mr. Shaw's argument that the school is trying to do too many things, I would say that it is in doing the things somewhat out of the run of usual colleges that it seems to be rendering a particularly useful service. I was very much impressed with its hospital unit and its unit of social service. The school could not fail to offer junior college work as the head of its system without in some measure failing to offer a complete secondary and junior college programme to its constituency.

In reply to the argument that there are few Episcopals among the Negroes, it is said that this number is steadily increasing, and that it represents some of the best brains of the colored race.

In reply to your argument that it is run by the white people for the colored people rather than with them, I would say that there is still need of schools in which there will be the active direction of white people in Negro education, and that our Board can render an important service by encouraging such schools wherever they are found.

Very cordially yours,

Leo M. Favrot

LMF.FM

Copy to Mr. Davis

W.C.121

March 3, 1927.

My dear Doctor Gould:-

At a meeting of the Members and Trustees of the General Education Board held February 24, 1927, the officers presented your letter of January 15, 1927 requesting the Board to cooperate in raising the sum of $120,000 for the erection of a girls' dormitory and a dining hall and domestic science building at St. Augustine's School, Raleigh, North Carolina. It was observed that these buildings constituted a part of a general program of permanent improvements and endowment, which had been approved by the American Church Institute for Negroes, for developing college work.

I beg to notify you that the Board adopted a resolution authorizing the executive officers in their discretion to commit the Board to an appropriation to St. Augustine's School of a sum not to exceed Forty thousand Dollars ($40,000) toward One hundred twenty thousand Dollars ($120,000), or such larger sum as may be required, for the construction and equipment of a girls' dormitory, estimated to cost $85,000, and a dining hall and domestic science building, estimated to cost $35,000.

I shall send you in the near future a form of pledge to cover the Board's action.

Very truly yours,

W. W. BRIERLEY

President Nigar H. Gould,
St. Augustine's School,
Raleigh, N.C.

NC 121

W.W.B. 1927

The American Church Institute for Negroes

Organized by the Board of Missions of the Protestant Episcopal Church for Educational Work Among the Negroes of the South

281 Fourth Avenue, New York

TELEPHONE 3012 GRAMERCY

PRESIDENT
THE RT. REV. JOHN GARDNER MURRAY, D.D.

VICE-PRESIDENT
THE RT. REV. EDWIN S. LINES, D.D.

TREASURER
LOUIS J. HUNTER
281 FOURTH AVENUE

ASSISTANT TREASURER
GEORGE FOSTER PEABODY, LL.D.

DIRECTOR
THE REV. ROBERT W. PATTON, D.D.
281 FOURTH AVENUE

SECRETARY
MRS. ISABEL M. CARTER
281 FOURTH AVENUE

St. Augustine's School (A Junior College)	Raleigh, N. C.
St. Paul's Normal and Industrial School,	Lawrenceville, Va.
Bishop Payne Divinity School -	Petersburg, Va.
St. Athanasius' School - -	Brunswick, Ga.
Fort Valley High and Industrial School,	Fort Valley, Ga.
St. Mark's School - -	Birmingham, Ala.
Hoffman—St. Mary's School -	Mason, Tenn.
Okolona Industrial School - -	Okolona, Miss.
Gaudet Normal and Industrial School	New Orleans, La.
Voorhees Normal and Industrial School	Denmark, S. C.

TRUSTEES
THE RT. REV. JOHN GARDNER MURRAY, D.D.
THE RT. REV. EDWIN S. LINES, D.D.
THE RT. REV. ARTHUR S. LLOYD, D.D.
THE RT. REV. ERNEST M. STIRES, D.D.
GEORGE FOSTER PEABODY, LL.D.
ROBERT C. PRUYN, LL.D.
JAMES H. DILLARD, LL.D.
WILLIAM C. RIVES, M.D.
LOUIS J. HUNTER
JOHN WILSON WOOD, D.C.L.
THE REV. LUKE M. WHITE

March 9, 1927.

Mr. W. W. Brierley, Secretary
General Education Board
61 Broadway, New York City.

My dear Mr. Brierley:

I have just received your letter of March 3rd, on my return to my office this morning, in which you enclose a copy of your letter to the Rev. Mr. Goold of St. Augustine's School, telling of the fine action of the General Education Board in appropriating $40,000 towards the $120,000 building and equipment program of that school.

I have reported this action to our Presiding Bishop, the Rt. Rev. John Gardner Murray, D.D., who is President of the American Church Institute for Negroes. He requests me to express to the General Education Board, through you, not only his official appreciation, but his personal gratitude for this generous action on the part of your Board. We understand, of course, as in previous cases, that this appropriation is payable only when we have informed you that the remainder of the program has been raised.

In this connection, I am glad to say that we have raised in the neighborhood of $150,000 towards the building and equipment program of the St. Paul's and Fort Valley Schools, towards which the General Education Board has recently made other generous appropriations. After we have raised about $160,000 more, we will be able to report to you that our total and present objective for these two schools has been realized.

Please accept my own personal appreciation of this expression of your Board's continuing interest in the work of the Institute.

Faithfully yours,

Robert W. Patton
Director

RWP:IMC.

N.C.121

March 3, 1927.

My dear Doctor Patton:-

For your information, I am sending you a copy of a letter I have just written President Gould of St. Augustine's School regarding the recent action of the General Education Board.

Very truly yours,

W. W. BRIERLEY

Doctor Robert W. Patton,
The American Church Institute for Negroes,
281 Fourth Avenue,
New York City.

WWB/GMC

5/20/27

July 6, 1931

NC-121

Memorandum to be attached to Pledge N-62:

St. Augustine's College
Raleigh, North Carolina

Pursuant to authorization from the Executive Committee on January 27, 1931, the officers have this day granted a further extension of time to St. Augustine's College from July 1, 1931, to December 31, 1931, for collecting subscriptions on account of pledge N-62.

Irene E. Golden

IEG MVK

February 6, 1931

ST. AUGUSTINE'S COLLEGE
Raleigh, N. C.

At the meeting of the Executive Committee of the General Education Board held January 27, 1931, the officers were authorized to grant an extension of time from December 31, 1930 to December 31, 1931 for collecting subscriptions on account of the Board's pledge No. N-62 with St. Augustine's College. Inasmuch as the notice to Doctor Patton covering the previous action was to the effect that the time for meeting this condition of the pledge had been extended from January 10, 1930 to July 1, 1930, Mr. Davis suggested that the announcement of the Executive Committee's recent action should cover the period from July 1, 1930 to July 1, 1931 only. Mr. Brierley's letter of February 5, 1931 to Doctor Patton carries out this suggestion.

It will be observed that if a further extension of time of six months should be needed by the College to comply with the terms of the Board's pledge, the officers have discretionary power to take favorable action if a request be submitted.

Irene E. Golden

December 20, 1929

ST. AUGUSTINE'S SCHOOL

Raleigh, North Carolina

At the meeting of the Executive Committee held December 20, 1929, the officers were authorized to grant an extension of time from January 10, 1930 to December 31, 1930, inclusive, for collecting subscriptions on account of the Board's pledge No. N-62 with St. Augustine's School. On receipt of word from Doctor Patton under date of December 27, the officers exercised the discretionary power given them by the Executive Committee and extended the time from January 10, 1930 to July 1, 1930. Doctor Patton was officially notified to this effect on January 3, 1930.

I. E. GOLDEN

Rt. Rev. Joseph B. Cheshire, D.D.
President Board of Trustees
Rev. Edgar H. Gould, M.A.
President

VISITORS
THE AMERICAN CHURCH INSTITUTE FOR NEGROES
Rt. Rev. John Gardner Murray, D.D., President
Rev. Robert W. Patton, D.D., Director

ST. AUGUSTINE'S COLLEGE

RALEIGH, N. C.

We, the undersigned, being respectively the President and Treasurer of St. Augustine's College, located at Raleigh, in the State of North Carolina, do hereby certify to the General Education Board that, in fulfillment of its pledge No. N-62, dated May 20, 1927, a supplemental sum of not less than eighty thousand dollars ($80,000) has been contributed to the said St. Augustine's College in cash or pledged to the same by good and responsible persons in legally valid subscriptions payable in cash not later than January 10, 1930, and that all said subscriptions and payments are in accordance with the terms of said pledge. All of the subscriptions set forth in this certificate were obtained on or before June 10, 1929.

Edgar H. Gould
President

Edgar H. Gould
Treasurer

Dated,

June 24, 1929.

AGREEMENT
GENERAL EDUCATION BOARD
and
ST. AUGUSTINE'S SCHOOL

No. N-82

$40,000

WHEREAS St. Augustine's School located at Raleigh, in the State of North Carolina (hereinafter referred to as the "School") desires to obtain the sum of One hundred twenty thousand Dollars ($120,000) or more for the permanent improvements listed below:

Girls' dormitory, with equipment, estimated to cost	$ 65,000
Dining Hall and domestic science building, estimated to cost	55,000

as set forth in correspondence, and

WHEREAS the School has formally requested the General Education Board (hereinafter referred to as the "Board") to assist in this undertaking,

THEREFORE, in consideration of the endeavor of the School to secure contributions and pledges by others to the same fund, the Board hereby pledges to the School a sum not to exceed Forty thousand Dollars ($40,000):

PROVIDED That the School shall secure on or before June 10, 1929, not less than One hundred twenty thousand Dollars ($120,000), including the pledge of the Board, (the sum of $80,000 or more to be secured by the School, exclusive of the pledge of the Board, being hereinafter referred to as "the supplemental sum") in legally valid pledges payable in cash on or before January 10, 1930.

PROVIDED That no legacies shall be counted toward the fulfillment of the above condition.

When the Board shall have received satisfactory evidence that the condition of its pledge as to securing of pledges, as aforesaid, in the entire sum of One hundred twenty thousand Dollars ($120,000), or more, has been fulfilled, the Board will pay the amount pledged by it pro rata with the corresponding collections in cash made by the School on or before January 10, 1930, on account of the supplemental sum herein required, as such collections shall be certified to by the President and the Treasurer of the School;

W.W.A.

WOR

PROVIDED That if the cost of the permanent improvements herein contemplated be less than One hundred twenty thousand Dollars ($120,000), the sum which the Board may be called upon to pay under its pledge shall be reduced proportionately.

The Board may, in its discretion, allocate the sum hereby pledged or any part or parts thereof as it may consider advisable to any unit or units of the program of permanent improvements herein referred to.

PROVIDED That as to any remainder of the amount hereby pledged not due and payable according to the terms above prescribed by January 10, 1930, this pledge shall be and become null and void.

The School, by the acceptance of this pledge, agrees to comply with the conditions above set forth on which this pledge is made and on which the payments under it are to be made.

This pledge is executed pursuant to a resolution adopted by the Board on the 24th day of February 1927.

In Witness Whereof, the Board has caused this pledge to be signed and its seal hereunto affixed by its duly authorized executive officers this 20th day of May 1927.

GENERAL EDUCATION BOARD

By _____
President

(Seal)

Attest: _____
Secretary

The foregoing conditional pledge of the GENERAL EDUCATION BOARD, No. h.62, dated May 20, 1927, is hereby accepted by the Board of Trustees of St. Augustine's School, located at Raleigh, in the State of North Carolina; and said Board of Trustees covenants and agrees that if the terms of the pledge are complied with and the money paid by the General Education Board, it will faithfully perform the covenants on behalf of said institution contained in the pledge.

This acceptance is executed pursuant to a resolution of the Board of Trustees of St. Augustine's School dated the 25th day of May 1927.

In Witness Whereof, the BOARD OF TRUSTEES OF St. Augustine's School has caused this acceptance to be signed, and its seal hereunto affixed by its duly, authorized officers this 27th day of May 1927 A.D

BOARD OF TRUSTEES OF St. Augustine's School

By Jos. Blount Cheshire
President.

(Seal)

Attest:

Henry B. Delany
Secretary.

DUPLICATE

Appropriation No.

Entered

Accepted
Completed

No. E-62

$ 40,000

Agreement

General Education Board

and

ST. AUGUSTINE'S SCHOOL

Dated, May 20, 1927

Authorized, February 24, 1927

JUN - 2 1952

COLLEGE FILE
NC-121

ST. AUGUSTINE'S SCHOOL
Raleigh, N. C.

Tentative Cash Budget, June 1, 1926 to May 31,1927

Receipts

Appropriation from the American Church Institute	$ 36,000.00
Students	31,000.00
Interest	6,500.00
Gifts	1,000.00
Sales, Farm and Laundry	3,200.00
Miscellaneous	1,000.00
	$ 78,700.00

Expenses

Salaries and Fees	$ 28,500.00
Wages	10,200.00
Maintenance and Repairs	9,000.00
Food	14,500.00
Fuel, including Gas	6,000.00
Electricity	1,500.00
Water	1,200.00
Advertising, Printing and Soliciting	1,500.00
Insuring	1,100.00
Farm	4,000.00
New Equipment	1,000.00
	$ 78,500.00

The above is a cash Budget for the present School year. This does not take into account students' credits and the value of farm products and is not on a Departmental basis.

Our complete Budget for operating expenses would be practically the same as the statement found on pages 8 and 9 of the Auditor's Report for last year minus the statement of Capital Expenditures.

We expect somewhat larger receipts from students and there have been a few salary increases.

COLLEGE FILE
N.C. 121

INTERVIEWS: Rev. Edgar H. Goold, President, St. Augustine's School, Raleigh, North Carolina - March 13, 1928

Tuesday, March 13, Reverend Goold called at the office with plans for a proposed dormitory and also for a proposed dining hall toward which the Board had made an appropriation of $40,000 toward $120,000 in February, 1927. Doctor Goold raised the question as to whether, having secured funds for one building, he could proceed with this and then later complete the pledges for the second. I indicated to Doctor Goold that this could not be done without having the pledge modified by the Board. I called in Mr. Brierley and stated that in my judgment the plans as submitted seemed satisfactory, providing they could be completed for the sum available. Doctor Goold will later send us specifications.

H. J. Thorkelson

1787

HJT MDB